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INDIANAPOLIS

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Ohio Library Association

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Annual Meeting At Dayton, Ohio, October 15-17, 1930

AMERICAN LIBRARY ASSOCIATION

Annual Meeting, June 23-28, 1930

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State House, Indianapolis

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INDIANA UNIVERSITY SUMMER SCHOOL

Special Courses for Teacher-Librarians

Bloomington, June 12 to August 8, 1930

WHAT A GOOD LIBRARY MEANS TO THE SCHOOLS

A good working library is essential in a modern school. In such a school "the classroom becomes a workshop, a laboratory, or a library with a natural happy and industrious tone." In such a school the teacher does not assign a certain number of pages in a single text and then become a "cross-examining lawyer" to see if the pupil has memorized the assigned lesson. Rather, the teacher becomes a guide and leader, directing the reading and thinking of the student and observing the progress of the student toward a definite goal.

The committee in charge of the preparation of the Reading Course of Study for the elementary schools of the state has adopted the following objectives:

(1) That the teaching of reading shall extend and enrich the experiences of boys and girls.

(2) That the teaching of reading shall cultivate the child's interests in reading by acquainting him with worthwhile books suited to his experiences and his interests, and so lead to the habit of reading systematically for recreation as well as intellectual stimulation.

(3) That the teaching of reading shall develop the habits, attitudes and skills necessary for the various types of reading which life situations use.

In developing school libraries which make it possible for the above objectives to be realized, the committee recommends that at least one set of method readers and one set of content readers be provided for grades one and six, and that books suitable for recreational reading be provided in every class room.

In the high school libraries, supplementary reference materials are needed in history, social studies, health, science and other subjects. If the student is to become a mature thinker he must develop the habit of securing the viewpoint and ideas of many

authorities and weighing them carefully before arriving at a conclusion.

The more progressive schools are adapting the instruction to the needs and interests of the individual pupil. In some schools the instruction is completely individualized by a plan known as the "contract system." Under this plan, the teacher outlines a number of specific units of work or "jobs" to be performed by the students, who then contract with the teacher to work out these units. As soon as the first "contract" is completed satisfactorily, the second "contract" is begun. Each pupil progresses at his own rate and the teacher gives her entire time to planning the work, assisting the pupil in research and checking upon the progress of the pupil. Since much supplementary reading is required in working out the "contracts," a good library is a prerequisite to the successful operation of the "contract" system.

In any school, a good library is needed if provision is made for individual differences, since the teacher can assign supplementary references according to the interests and abilities of the pupils.

In summary, the library is essential in any school if the basic educational objectives are to be realized.

The recreational reading material should develop a taste for good literature, widening and enriching the emotional life, and insuring the profitable and enjoyable use of leisure.

The "informational" reading material should make it possible for the student to discover and explore his interests and capacities and develop a deep and abiding interest which will mature and expand and cause him to continue his education long after his school has ceased.

Roy P. Wisehart,
State Supt. of Public Instruction.
Virgil E. Stinebaugh,
Chief of the Inspection Division.

The high school library as a vital aid to instruction in many of our departments has come to be accepted as a necessary service. We have come to depend upon the library to supplement other classroom materials wherever they are incomplete or inferior. We hope that a by-product of this practice will be an ever-increasing use of the library for recreational and self-instructional purposes of our students during and after leaving school.

In developing the use of the school library in the most complete way, however, it seems that we need to observe these general propositions: first, that specific instruction should be given all pupils in groups as to the services available through the library, the methods of using these services and the co-operation necessary to make the library most helpful to all; second, that teachers expecting their pupils to use library service shall become thoroughly acquainted with the references available and make definite assignment to the reference to be covered; third, that recreational reading in newspapers and magazines has very limited value in a school library. These propositions seem to need little defense. Reading will not be done effectively unless the student knows what to read about, how to find it and how to share it with his fellow-students.

Our school library will fill the need that many students have for source material to supplement the inadequate discussions available in text-books and to bring text-book material up-to-date. Students who contract to do superior work can carry out this contract only through the varied references available through library sources. The average student, as a rule, has few reference sources available in his home; the school library thus levels out the opportunities for all pupils to do superior work in a democratic way. The library is also the opportunity for the teacher to motivate the gifted pupil to achievements commensurate to his ability; schools have been charged with failure to stimulate this type of pupil.

We predict an increasing and more effective use of the school library as all these benefits are appraised, the technique of use mastered and library appropriations made adequate to supply the desirable aids.

V. L. Tatlock, Principal,
Bloomington High School.

During the time that the pupils are in high school we expect them to learn how to find and to use our library books to their advantage. We expect them to learn how to find supplementary material and to study it to enrich the regular assignments in high school. Finally we have the right to believe that the habits these pupils form in the high school will carry over to the experiences beyond the high school. If we are right in this respect as adults they will use their leisure time to their own advantage by reading good books in the public library, in their homes, and in other places.

E. B. Wetherow, Supt.,
Laporte Public Schools.

NEW METHODS! NEW DEMANDS!

The influence of changing concepts of education is being felt strongly in the public library. "The old order changeth, giving place to new" and unless the school librarian keeps up with the progressive movements in the educational world, she cannot hope to do her work intelligently. She must keep informed concerning the latest developments in the Project Method, the Unit System, and Socialized Procedure. She must know that the elementary school no longer considers it desirable in the upper grades at least, to have a full set of books, each pupil using the same text. The teacher now prefers to have each child in the class get his information from a different book. During the recitation period, the children pool their information and in the enlivening discussion which follows, statements are often challenged and authorities compared. Emphasis is being placed upon special reports, rather than on assignments consisting of a certain number of pages to be read. Teachers often appoint a com-

mittee from among the children, to work up a certain project, the chairman allotting to each member of the committee a certain phase of the subject. The library is often taxed to its limit in supplying material on the numerous phases of the project under consideration. The idea now in education is to overbalance teacher-activity with pupil-activity. Extensive rather than intensive reading is recommended. Does not this new method of teaching challenge the librarian? She must be on the qui vive, and be as resourceful as Robinson Crusoe in using every scrap of her ingenuity to bring all of the resources of her bookstock into play.

Children no longer come to the library with the stilted, detached, old-time reference question. They come stimulated and backed by such a topic as "The United States making herself respected among other nations." One child is to find out about the resources of the United States, another about the manufactures, and still another about the men who have helped to make the United States respected.

One of the elementary schools near the Central Library is using as a basis for its history work in all grades, Mary G. Kely's book *Teaching American History in the Middle Grades of the Elementary School*. The third grade is taking as its project the study of community life in all of its aspects, the fourth grade, types of people. Still another grade is using Transportation as their project. Out come all of our books on animals as beasts of burden, books on railroads, the automobile, the airplane, and waterways. Different types of boats are studied. The *Picture Book of Travel* and *How the World Rides* have proved invaluable in working up this project.

The correlation of art, music and literature is proving an interesting development. The myths of Orpheus and his lute; and Apollo the god of Music are in demand. Myths of musical instruments—the harp, the lyre, and the pipes of Pan, are called for. There is a great demand for infor-

mation about the musical instruments themselves. We turn to *Creative Music for Children* by Coleman, and *Alice in Orchestrabilia* by La Prade. Two small pamphlets which prove useful are *Betty and the Symphony Orchestra* by Elizabeth Gest, and *The Toy Symphony Orchestra* by J. Lillian Vandevere. *Music Stories for Boys and Girls* by Donzella Cross, and *The Music Appreciation Readers* by Hazel Kinscella are full of interesting material. Two little plays which correlate well are *The Minuet* by Georgia Stenger and *Singing Pipes* by Virginia Olcott. Pictures such as *The Harp of the Winds* and *The Song of the Lark* work in well with such a project. Two helpful books on the Indians and their music are "The American Indians and their Music" by Frances Densmore, and "The Book of Indian Crafts and Indian Lore" by Julian Salomon.

It has been extremely interesting to note this year that requests for material to be used in connection with Lincoln's birthday were for stories which would illustrate character development. Teachers are not laying so much stress now on the fact that Lincoln was born in a log cabin, or that he had been a rail-splitter. We are anticipating the same demand for stories illustrating character development for Washington's birthday.

And now the play's the thing! The puppet has been taken into the school room on one of the last progressive educational waves. And it is no wonder! Puppets lend themselves admirably to project work, for nearly every subject in the school curriculum is brought into play in working up a puppet show. First of all many books must be read, before the favorite story is chosen. Then the play must be written. If the play can be placed geographically or historically, the research work at the public library proves almost unlimited. Architectural details of the country and period must be looked up, and the costumes must be designed. Then enter the arts and crafts! The stage must be con-

structed, and the scenery painted, and the costumes made. Books which give helpful hints on these last points are *Marionettes, Easy to Make! Fun to Use!* by Edith Ackley, and *Plays for People and Puppets* by Catherine Reichard.

One of the most interesting projects for the librarian to work with is that of life in foreign lands. Never before have we had so many interesting books with foreign settings. To mention only a few of them—*Pran of Albania* by Miller; *The Trumpeter of Krakow* by Kelly; *The Boy of the Desert* by Tietjens; *The Chinese Ink Stick* by Weise; *The Adventures of Andris* by Jacobi; *Olaf, Lofoten Fisherman* by Schram; *Nanette of the Wooden Shoes* by Esther Brann; and for the younger children *Miki* by the Petershams; and *Windmills and Wooden Shoes* by Grant. *A Map of Children Everywhere* by Ruth Hambridge will prove of interest in working out a project of this kind. We have indexed by country our books of folk-dances and folk songs, and have found it well worth while. The folk tales of the different countries we can find through Eastman's Index. For our picture collection we have mounted everything that we can find on home life in different lands. The *National Geographic Magazine* has proved a fine source for this material. The National Child Welfare Association publishes an interesting set of pictures *Children of Other Lands*.

Books mentioned in this article:

Teaching American history in the middle grades of the elementary school, by Mary G. Kelty Ginn c1928 \$2.40
The picture book of travel, by Berta and Elmer Hader Macmillan c1928 \$2.00
How the world rides, by Florence C. Fox Scribners c1929 \$.88
Creative music for children, by Mrs. Salis N. Coleman Putnam c1922 \$3.50
Alice in Orchestra, by Ernest La Prade Doubleday 1926 \$1.00
Betty and the symphony orchestra, by Eliz-

abeth Gest Theodore Presser Co., 1712 Chestnut St., Philadelphia c1923 \$.10 (pamphlet)
The toy symphony orchestra, by J. Lillian Vandevere C. C. Birchard & Co. \$.50 (pamphlet)
Music stories for boys and girls, by Donzella Cross Ginn 1926 \$.80
The music appreciation readers, by Hazel Kinsella The University Pub. Co.
The minuet a play, in little plays for little people, compiled and edited by A P Sanford and Robert Schaufler Dodd, Mead c1929 \$2.50
Singing pipes, a play, in World Friendship plays, by Virginia Olcott Dodd, Mead c1929 \$2.00
The American Indians and their music, by Frances Densmore The Woman's Press, New York c1926 \$2.00
The book of Indian crafts and Indian lore, by Julian Salomon Harper c1928 \$3.50
Marionettes, easy to make! fun to use! by Edith Ackley Stokes c1929 \$2.50
Plays for people and puppets, by Catharine Reichard Dutton \$2.50
Pran of Albania, by Elizabeth Miller Doubleday 1929 \$2.00
The Trumpeter of Krakow, by Eric Kelly Macmillan 1928 \$2.00
The boy of the desert, by Eunice Tietjens Coward-McCann 1928 \$2.00
The Chinese ink stick, by Kurt Wiese Doubleday 1929
The Adventures of Andris, by Elizabeth P. Jacobi Macmillan \$2.50
Olaf, Lofoten fisherman, by Constance Wiel Schram; tr by Siri Andrews Longmans \$2.00
Nanette of the wooden shoes, by Esther Brann Macmillan 1929 \$2.00
Miki, by Maud and Miska Petersham Doubleday 1929 \$2.00
Windmills and wooden shoes, by Margaret Grant Southern Pub. Co. \$.72
A map of children everywhere, by Ruth Hambridge Day \$2.00 1929

Evelyn R. Sickels,

Head, School Libraries Division,
Indianapolis Public Library.

INFLUENCE OF BOOKS IN THE HOME

Books in the home are a necessity; if not owned, then the public library should be used, not occasionally, but constantly. Before the child is able to read he should be read to aloud. Almost all of us, in a household where much reading is done, have been disconcerted by seeing our wee child gravely holding a book upside down and seemingly painstakingly perusing it in imitation of Mother or Dad,—this long before they are really able to read and even before they enjoy pictures fully.

I've never felt it was necessary to teach children of pre-school age to learn to read because if they are read to and told the many childhood rhymes, folklore and myths, the engaging and beautiful stories that most children are thrilled by, they have a background and appreciation; and their instructors will find them ready pupils with open and interested minds. Besides, they should learn at home, at this time, habits of self help, obedience, order and their relationship with their fellows which quite takes up their time and makes the work of the teacher much easier. Her time can then be put to regular school lessons instead of instruction that really should be acquired at home, before we even think of sending our child to school, or for group study.

One is always surprised how quickly children will read to themselves. Before they are in the third grade they find they read faster to themselves and the first thing you know they are reading everything at hand and at all times. And the parents' duty is to see that good books are about, both for the dreamer and fanciful and for the matter of fact type.

One of the first things that mothers begin to worry about then is a careful selection, but I really think right there is a danger point because so many err in being too censorious and the child is irked by not being free to make his own selection. While I think the home should house good books (and it is freely admitted that many books are a waste of time) I do not think it dan-

gerous to censor, and it is sure to make more avid readers and in the end more selective, if the boys and girls are not too circumscribed and are allowed to browse about a bit and find themselves and for themselves.

Another thing that I believe is that all home work, as related to school, should be supplementary. To me it seems a waste of time to take up the lessons that the child's instructors have already covered, because ordinarily the child should get it in class if he is really in the grade in which he belongs, and the parent covering the same ground as the teacher makes the child unconsciously or perhaps consciously a leaner and also not fully attentive in class knowing he will be helped later at home.

The day is past, I think, when parents say that their children's school work is enough, although I do remember some years back when I was assistant librarian, parents returning library books for their children and leaving word with the librarian that during the school year books were barred except for reference!

Another thing that books in the home will do: they will controvert the standardization of type that the schools bring about and that our greatest educators distrust but find it hard to obviate. The home is where this trend must be controverted, not, as I said before, by helping the child with the lessons that some patient, long-suffering teacher has already given sufficient instruction in, but by presenting broader fields of general information that will intrigue his interest and in the end benefit his special studies. In other words the home tends to create an individual and the school a type and if they both do the same thing you have a lopsided person. One can't fail to notice that the child who has free access to books does his work easier and with more zest and has a more interesting personality. Children who stick to their books too closely haven't the biggest or most inquiring minds, although bound to get good grades, they are wearisome to themselves and to their instructors, where-

as school should serve to stimulate thought so that the child goes to all sources and learns while very young that even our best minds differ.

Freedom of thought is our greatest heritage and in granting time and freedom to read, the thought may be carried further to include any hobby or pastime that releases one from routine and sameness. For myself I've never seen a child who did poor work at school because of too much outside reading or indulging in his taste for music, art, crafts or athletics. If his work is bad, I'm inclined to think there are other factors that cause the condition, lack of a quick mind in the first place, lack of plan, a bad environment or some physical handicap.

So let us have stimulating, provocative books always with us, a friend for every mood; they with beautiful pictures and fabrics such as we can afford, a garden, a little house and our friends will fill our lives.

(Talk given by Mrs. Frank Northam at the Parent-Teacher Association held in Columbia City library during Book Week.)

A SCHOOL LIBRARY FROM THREE BOXES OF BOOKS

Given: Four or five hundred books (in various conditions) with classification numbers derived from their chance location on the shelves, crowded into three well-constructed glass-doored bookcases made by the Manual Training department; and ninety-two high school students who love to read and are not afraid of work.

Add: The desire of the superintendent to give adequate library facilities to the school; the inspiration and knowledge from a summer session at the Indiana State library school and four months library experience as assets of one English teacher, combined with the wholehearted donation of her time by the "other lady teacher"; the consistent help of sixteen students; quantities of patience and "elbow grease"; ten or fifteen dollars for supplies, shellac,

and a second-hand vertical file; loan of books from the Traveling library division, information from the Reference department, and most helpful advice from the Extension division of the State library.

The result: A library much used by the students and teachers, and also much praised and appreciated. That our pride was justified we are now assured, for did not the state high school inspector rank the Pekin school library in the highest grade in its class?

The first step in the reorganization process was the removal of the glass doors of the cases in the assembly room, and inveigling for the cause a similar case which had housed slightly ancient biological specimens. After weeding out the useless material, these cases accommodated the collection comfortably.

The books were then classified according to the Dewey decimal system, accessioned, and a simple shelf list made, using the Library Bureau order-accession cards. As this work progressed, students spent free periods and remained after school to help remove the old numbers from the books, soak book pockets from the front cover, paste date slip book card pockets and copy class number, author, and title in the back, place book plates in the front, mark the class number on the outside, and shellac the whole book.

The twenty or thirty worn books were laid aside and mended as there was time. The students were fascinated by the recasing and developed co-operation in the task. During their periods on duty, the boys would sew the books so that the girls could put them in the covers when the table was free for use after school. Several learned to perform the whole process quite creditably.

After two weeks of intensive work, enough books were ready to be circulated to install library service with a regular schedule of student-librarians in charge every period of the day, and before and after school, and during the noon hour. The library being in one corner of the assembly, a

teacher was always in charge and the duties of the student-librarian were confined largely to charging and discharging books and maintaining a "library atmosphere" around the library table. Many became quite resourceful, however, and were able to be very helpful in giving reference help to their patrons. As the work became more thoroughly organized, each student had some special duty, such as checking overdue books, reading the shelves, or dusting, in addition to the routine work.

Instruction in the use of the library was given the whole student body in the English classes. They learned the principle by which the books were classified and shelved, and visited the library in classes to make their knowledge concrete. The use of reference material and other books was taught in conjunction with the regular work. In English II, the care of books, and library citizenship were studied as a project in composition.

As soon as the books were in order the information file was instituted. Clippings, pamphlets and pictures were filed by subject in manila folders, using a discarded copy of the *Readers' Guide* as the authority for choosing the subjects. This file was one of the most popular features of the library as it supplied biographies of modern authors so essential in outside reading; articles and pictures on house decoration, foods, and needlework for home economics; pictures of mythological and historical characters, and of Roman antiquities for the Latin classes; pictures of waterfalls, mountains, caves and other natural phenomena studied in physical geography. Every class might find something of interest in the file, and all added to the collection by bringing material which they had found at home.

The teachers donated their private collections as they found them much more useful to them in their teaching when placed in the library rather than in the bottom of a trunk. United States publications, Purdue bulletins, and advertisers' pamphlets were easily obtained and proved very useful. The biographies were mostly

pamphlets which the publishers sent free on request; others were typed from material borrowed from the State Library.

As is only too often the case, money for books was very scarce, so a showing of *The Hoosier Schoolmaster*, an Indiana University film, provided money for some additional books for outside reading. The class in home economics made and sold wool flowers to buy some reference books on color and design, and each member of the faculty and several students gave the price of a particular book or a book from their own library (such gifts being first approved by the teacher-librarian).

No magazines were subscribed for, but *The National Geographic* and *The Literary Digest* were received regularly, a little late each month, as a gift from a student. The history teacher donated his daily paper, and students brought scattered numbers of such magazines as *The Ladies Home Journal*, which later furnished good material for the information file and the home economics classes.

Thus the organization of the library made the class work richer and more vital to the students and gave the teachers greater resources from which to draw. Perhaps it added to the work of those concerned in its administration, but work appreciated as this is its own reward.

The library referred to in this article was at Pekin, Ind.

Wilma Bennett.

AS THEY SEE IT

a play

in 9 periods, prologue and epilogue.

Assistants as they appear:

Gertrude Nuhring
Harlan Logsdon
Florence Miller
Eloise Baker
Marion Roth
Mary Margaret Mitchell
Mildred Armstrong
Ethel Wall
Gertrude (same as first)

Introduction

These are real live high school children living thru a real for sure enough high school day. Come—throw yourself into the spirit of irresponsible youth and see thru the eyes of these our characters their own library—as they see it.

Curtain

PROLOGUE

7:50 in rushes Gertrude.

Gertrude: Won't Miss Dunlevy be tearing her hair! The street car company would let the cars get tied up on the morning I'm in charge of the library before school. Oh well, I'll have to face her sometime, it might as well be now.

"Good morning Susie." (I always call her by her nickname when I want—to—well, to use the vernacular—get on the good side of her. You see we are rather good friends outside of school.)

"Good morning, Gertrude, you better get busy. Look at the books to be put on the shelves."

Now isn't that an answer to a squirrel's prayer? She didn't say a word about my being late. Look at those books. The whole school must have returned books this morning. It keeps me busy slipping and shelving. The library certainly is crowded this morning. Collateral reading for the history teachers is due. At any rate the students are quiet so I won't have to reprimand any of them. I hate to tell them to keep quiet, it makes me feel as though I might be dictating—and, well, I like to talk myself. Wonder if I can manage this pile of books. Watch there. Here I come. Safe. Let me see—973—that goes in the U. S. history section. I'm learning the books quite well. 330, an economics book? For once I guessed it correctly. Who would think a crowd could gather around the desk so quickly. You want a book? Sign your name. The bell! I'm sorry books, but you'll have to wait until later. Goodbye.

First Period

known as Extra Curricular and given over to clubs, assemblies, etc. No assistant this period.

Second Period

Enter Harlan to take possession.

Harlan: Oh what a relief. The books are all shelved. That's the biggest job of the day because this is the second period—really the first of the school day—and the books that come in before school fall on me to be shelved. And that's just the beginning. Attendance must be taken, overnights books gone for and fines collected. Being the first boy assistant in six years has its drawbacks too. Only yesterday a boy came to the desk and asked me if I was the library girl. Believe me it took all the self-control I had to keep my dignity. But then there's only forty minutes to a period.

Third Period

Florence putting the room to rights.

Florence: Dear me! It seems the attendance changes every day. First around 37, then it climbed to 60, but lately it has been going down again. I suppose some of the students hope I'll forget to collect their admits since they don't put them in the box. Only a few minutes before the bell rings and all the books around on the tables. The students seem resolved not to put books back when they finish with them. The bell already and I haven't accomplished nearly all I wanted to, there is certainly a lot more to library work than I ever suspected.

Fourth Period

Eloise comes in quickly.

Eloise: Here we are again in the library. It is a relief to come here, only if those dumb kids didn't ask so many foolish questions. No, the bell hasn't rung yet so you can talk all you want to now. Of course you may take the slip down if you will not forget to come back (I wonder how many more will want to take the slip down). Henry Clay? Why, look in any of the encyclope-

dias. I do wish she wouldn't make so much noise when she walks. And *you* want something on Henry Clay? I'm afraid all the books are in use. My goodness, the teacher must have assigned that to every class. Where can I find something on vines! These wild flower books are the only place I know of. What? Why I'm sure I saw that book on the shelf just a minute ago. Wait. Here it is behind the shelf. Someone hid it. No, you may not take it out till after school—it's a one night book. Please pick up that paper (I wonder if they act that way at home). I never heard of that word, did you look in the dictionary? Whoever borrowed the ruler and pencil from the desk please return it! Oh yes, Miss Dunlevy (she has returned from lunch) they acted like angels. There's the bell—wait for me, Mary. So long Miss Dunlevy.

Fifth Period

Now is Marion's turn.

Marion: More people in here than yesterday and the day before, here is the reason: "Every one report to study halls today and tomorrow in order to check attendance. Library will not be open."

This appeared in the notice the other morning. Oh, grand! The library would be all to ourselves and not much work to do. There was, however, more to be done than was expected. The encyclopedias needed to be mended, places where students had become so enthused over the article that they forgot about the poor pages, and a check-up needed to be made. Page 3—4—5—6—a tear and some mending tape to help along. The next day we received some new date slips.

OVERNIGHT BOOKS

To be returned before the first period the following school day.

These were printed for the benefit of those who were not able to see the orange overnight cards in the book pockets. All old slips had to be torn out and new ones pasted in. My first thought—that of little work, proved to be not so true.

Sixth Period

Mary Margaret appears.

Mary Margaret: I'm ready now for new instructions as I haven't been an assistant very long. Well, this paper isn't so hard to put up as I thought it would be. Now I will start on the Americana and mend the torn pages. I won't be able to get much accomplished this period. Oh, why do people have to embarrass me by asking me things I never heard of before. A lot of people seem to be studying hard. History—history—history. Now I've cleared the tables pretty well. Bell—well goodbye, library.

Seventh Period

Mildred in a hurry.

Mildred: I've run from my sixth period class so that I can get the chairs in place and the slip ready before the second bell rings. Look at all those little freshmen running around. Why do they have to come in hunting for book reports this period. Well—I just asked a freshman to sign the slip and he asked me how much he would have to pay! Books all up. What? Why the biographies are on that top shelf over there—number 921. Can't you find it? Just a minute, I'll help you. No, of course you can't eat in the library. There goes the bell, and from the noise they make you'd think they were kindergarten children. Here is the list of the ones who talked without permission.

Eighth Period

In strolls Ethel.

Ethel: Look at every one leaving the library seventh period. Hope there won't be many in this period. Is this the Library? No, its the gymnasium. What a silly question. Where is the dictionary? Do you see that *tall* stand down there in *plain* view with the *big* book on it? Well. Here comes teacher (meaning Miss Dunlevy of course), funny how they all quiet down when she comes into the room. No, Allan, you can't talk to Hugh. Here comes a freshman—how small he is, looks as if he should be in

the fifth grade. Do we take any love story magazines? No. Why don't you read fairy tales? There goes the bell—goodbye, teacher.

Ninth Period

Gertrude again.

Gertrude: Last period at last. Oh, Florence, would you like to take attendance for me? Thanks! That will give me time to clean up before school ends. It's just one round of shelving, slipping books, checking them out, emptying the pencil sharpener, pushing chairs in order, straightening shelves. If I don't finish these things now, I'll have to do them after school.

Bell. Another day gone.

Gertrude still on duty:

School out—I must stay until four. There are a thousand things to do. More checking, slipping, etc.; take newspapers off the files, change calendar and date stamp, count circulation and straighten the room. Crash! Bang! What on earth! Well, Percival, don't blush so, it isn't so bad. You have only spilled a shelf of books that I just straightened. Don't look so dumb and pick them up—you did it. Oh dear, I know I'll never meet Helen in time to get to the second matinee. At last—four o'clock and another busy day ended in the library. Click! The key turns and all the precious books are locked up for the night.

Curtain

Suzette Dunlevy.

Benjamin Bosse High School, Evansville.

THE SCHOOL LIBRARIANS' SECTION

Ten years ago it fell to my lot to organize the Wiley High School library at Terre Haute. At my request, it was a temporary arrangement, but in less than a month I chose it as my work. While it was much more exacting in energy than the public library, it stimulated my interest, and I have never regretted the choice. The faculty had asked for the library, and the spirit of cooperation was unusually fine. Of course,

there was the task of merging the divergent slants of teacher and librarian. Each teacher, naturally, was intent upon enriching the work in her department, while in the back of the librarian's mind was the vision of building up the cultural side of the library. I soon found it was better to keep that vision in the back of my mind, and follow "Brer Rabbit's" advice about talking. There was so much constructive work to be done, the problems were so different, and there were so few sources of help for the high school librarian, that I found myself groping for light.

At this time there was a school library section of the State Teachers' Association, and it was at a meeting of this organization that I found real inspiration and encouragement. It was made up of a very small group, but it was evident that everyone present was eager for suggestions. Almost every librarian, even the novices, had something to contribute from her own experience. The guiding spirit (I think it was Miss Dinsmoor) infected us with some of her enthusiasm, and we left the meeting far more quickened from personal contact than from much reading of the printed word.

When this section ceased to exist it was a real loss to school librarians. Most of us attended the regular library meetings and gained much in pleasure and profit therefrom. There was comparatively little, however, for the special needs of our group. We are not immediately concerned with many of the activities which are of such vital importance to the public library. We are concerned in making our libraries function effectively,—and the handicaps are many!

The new methods of teaching are making school libraries a necessity, as the text book plays a very small part in the daily assignment. As was said in a recent magazine article, "The basic way of education is to make books easily and attractively available." Only the newer and larger schools are built to meet these requirements. This means that many libraries are functioning

in very inadequate space, and with very meager equipment.

Another point of common interest is the status of the school librarian. As yet, many of us are neither flesh nor fish nor good red herring. A strong organization might make us more articulate.

These, and many other topics show how much is to be gained from group work in this field. For this reason, it is not surprising that so many of us were interested in the reorganization of a School Library Section of the State Teachers' Association in 1928.

Miss Helen M. Clark, School library adviser, was elected chairman at the first meeting, and was largely responsible for the program in 1929. It was gratifying to note the increase in membership last year, and it is hoped that every school librarian in the state will see the immeasurable value of having a section of one's own.

Mrs. May C. Dodson, Chairman,
School Librarian's Section,
Indiana State Teachers' Association.

TRAINING FOR SCHOOL-LIBRARIANS

Indiana is one of the most active states in the development of working school libraries. The state board of education recognized the value and importance of this work in schools when in June, 1929, it voted to add library science to the subject group of high school teachers' licenses. Twenty-four semester hours of library science are required for the full-time librarian's license and sixteen semester hours for the part-time or teacher librarian's license.

Most of the high schools with an enrollment of less than 700 will not need the services of a full-time librarian. A part-time librarian, therefore, who divides her time between directing the use of the library and teaching, is the solution.

The state institutions for teachers' training are organizing courses and making plans for school librarians' training. In each school applicants for admission to these courses must have completed the first two years of college:

Indiana University.

W. A. Alexander, Librarian.

The following courses in library science will be offered during the summer session, 1930:

Book Selection. The principles underlying the selection of books and periodicals for the high school library. A study of essential books, collateral reading, editions, standard aids to book selection, and problems based thereon. Daily (2½ cr.)

Administration of High School Libraries. Problems that confront the school librarian such as the planning, furnishing and equipment of adequate library rooms, the librarian's relation to faculty and students, as well as the more technical problems of preparing books for use and keeping records. Daily (2½ cr.)

Order and Elementary Bibliography. Methods of buying books and other supplementary material. Use of most important trade bibliographies. M. W. F. (1½ cr.)

Elementary Reference. A study of essential reference books, encyclopedias, dictionaries, handbooks, periodicals, annuals, etc. The standards by which such books are selected, and problems based on their use. T. W. T. (1½ cr.)

Only twenty-five applicants can be admitted to these courses. If you wish to attend please write to W. A. Alexander, Librarian, Indiana University, Bloomington, Ind.

Miss Margaret Cleaveland, librarian of the John Adams high school, Cleveland, Ohio, will have charge of these courses. All registrants are required to take the full eight hours offered this summer. It is intended that eight additional hours will be offered the summer of 1931 and eight more in 1932, which will make it possible to complete the work for a part-time high school librarian's license in two summers, or a full-time license in three summers.

Indiana State Teachers' College
Terre Haute

E. M. Fitzroy, Librarian

As preparation for the administration of school libraries, six courses are offered.

311. Organization and Management of School Libraries. Instruction and practice is given in the classification of books according to the Dewey decimal system, and to the various types of loan systems adaptable to the use of the school library. Fall Quarter. Credit 4 hrs.

312. Organization and Management of School Libraries. Instruction and practice in the cataloging of books is given with special emphasis on the needs of the school library. Winter Quarter and First Summer Term. Credit 4 hrs.

313. Organization and Management of School Libraries. Deals with the selection, ordering and care of books for the school library. Spring Quarter. Credit 4 hrs. Given also by correspondence.

314. Organization and Management of School Libraries. Instruction in the contents and use of standard reference books. Fall Quarter. Credit 4 hrs.

411. Organization and Management of School Libraries. Takes up problems connected with administration of high school libraries. Winter Quarter and First Summer Term. Credit 4 hrs. Given also by correspondence.

412. Organization and Management of School Libraries. Advanced reference. Special attention is given to government documents as a valuable source of reference material. Prerequisite. Course No. 314. Spring Quarter. Credit 4 hrs.

Ball State Teachers' College

Muncie, Ind.

Miss Barcus Tichenor, Librarian

Courses in library science preparing for school librarianship will be given for the first time the fall quarter 1930. Enough work to complete the part-time librarian's license will be given during the regular school years 1930-31 and 1931-32.

COUNTY LIBRARIES AND THE SCHOOLS

Columbus—Bartholomew County Library

We have just purchased \$500 worth of books selected from the Library Manual for Secondary Schools. These books will be sent to the county schools since they were purchased with county funds. Especial care was taken in the selection of titles and it is hoped that the books will fill a long-felt need.

Supplementary reading books are being used by fifty-four city and county teachers in the elementary schools.

During BOOK WEEK book talks were made by the librarian at the various schools throughout the county.

Outside reading books for the English classes of the high schools are kept on reserve during the school year.

Particular attention is given to supplementing the reference work of the high school library.

The library course for freshmen is supervised by the high school librarian and the students are given instructions concern-

ing the use of both the high school and county libraries.

Books are purchased which will assist the pupils with their academic work and efforts are made to encourage the reading of better books.

Gladys Walker, Librarian.

Evansville—Vanderburgh County Library

Vanderburgh county with its 231 square miles is unique in that Evansville is the only incorporated city within its boundaries, and since the four high schools of that city are the only ones in the county, no high school work falls within our province.

There are however 44 elementary schools in which we have school deposits. Last fall the county superintendent, who is also one of our four members on the library board, held the township teachers' meetings, previous to the opening of school on four successive mornings, two townships coming together each day. Following this meeting the teachers came to the library to select

their new books for the coming school year, and since the division made the groups comparatively small, the work was easily handled. The total supply of new books was divided into four lots, so that each group had an equal opportunity.

Each selection made was checked against the basic deposit left in the school to avoid duplicates, the collection was rounded out if necessary and then charged to the school. With the opening of school the teachers assumed the work of library detail, compiling the circulation and sending in the reports.

In two of the larger schools, members of the library staff make weekly station visits, taking charge of the circulation work, but in the other 42 schools visits are made as time permits and the need arises.

The county librarian is given a few minutes for announcements at each teachers' institute which helps unify the work, and this year we have urged the teachers to aid in keeping their deposits up to date, by coming into headquarters to choose new books for current needs. Such lists may also be mailed in with the reports, and we deliver the books at the earliest opportunity when going in that direction.

Very definitely a great deal of credit for our county school work goes to the teachers, who as volunteer librarians take a personal interest and responsibility in the school library work.

Lelia S. Wilson, County Librarian.

Fort Wayne—Allen County Library

While the County department of the public library of Fort Wayne and Allen county aims to extend to all residents of Allen county adequate library privileges, it lays a great stress on the work with the schools, for it believes that the growing child is the future reader. The desire is to furnish reading material for the child and whenever possible, connect the school with the local library branch or deposit.

Every public school room and practically every parochial school in the county has a schoolroom collection of books each semester for the use of the pupils. These collec-

tions average two books per pupil, except in the smaller schools where more books are sent, and consist of supplementary and recreational reading. In order to adapt each collection to each room, the teachers are given cards, at Teacher's Institute in September, which they fill out giving number of pupils in each grade and any requests they may have. The high schools also are supplied with outside reading material and in the towns in which there is a branch library the necessary books are placed on the shelves in order to stimulate a library habit.

In order to give an idea of the use of these little libraries the following figures are given for the school year 1928-1929:

	Sept. '28- Jan. '29	Jan.- May '29	Total
Schoolroom collections loaned	167	169	336
Volumes loaned in schoolroom collections	9812	9923	19735
Volumes circulated for home reading	29451	34562	64013
Extra volumes sent to deposit and branch libraries for high school use	332	442	774

During the winter months regular monthly story hours are held in each branch library for the lower grades. In all but one town these grades come in a body to the library in time to be back at the school for the school bus. Also, at the request of some of the teachers in one room schools, the story teller has a regular story hour in their schools. Then she visits as many of the other schools, as possible, during the year for a book talk or story.

In order to keep up a reading interest during the summer graded vacation reading lists are compiled each spring. When school is out the children may get the books on their lists at any of the branch or deposit libraries in the county. Each child reporting, by September, ten books read receives a Good Book diploma and reporting

twenty books read receives a Gold Star diploma. This fall 223 diplomas were issued, 142 of these being Gold Star diplomas.

The work with the high schools is on a different plan. It is a regrettable fact that not all the high schools in Allen county have their own high school library, as the county librarian cannot supply all the necessary reference material needed for the different courses. The library does try to have available the supplementary reading, either in the nearby branch or in the school. Last year two of the high schools wished to organize their libraries and the county department of the library cataloged their books and, in one case, helped in selecting some reference books.

Each year library instruction is given in the high schools, which have access to a library branch. This instruction consists of the use of the book, the dictionary, the encyclopedia, the atlas and the use of a library catalog. Part of these lessons are given in the library and practical practice problems are given in each class, so that the pupils may put to use the things they have learned.

There is much yet to be done and each year we try to cover a larger field. We find splendid co-operation with the teachers and the requests for individual help and material aids the library in giving the kind of service most needed.

Margaret Winning, County Librarian.

Fowler—Benton County Library

We think sometimes that if we are guilty of partiality to any one class of library patrons it is to the schools. We are giving service to six consolidated township schools, two academies and two grade schools in the County.

It has been our custom to order replacements during the summer, usually July, after we have received our June tax levy. At this time we go through our shelf list and also examine the books on the shelves to determine how many new copies of collateral reading for English will be needed, and also decide whether we should order

copies of history and science or any other subject which we think was short the year before. Recommended lists from the State course of study for both high school and elementary grades are consulted and new titles ordered. Bibliographies in the history and science text-books are studied with a view to the best and most useful purchases and then, before we realize it our order has amounted to more money than we could afford to spend, and we are brought to earth again by some one saying, "Haven't you any new books yet?", or "I can't find any new books today", and so the problem is to equalize the money.

Our plan has been to visit each school every six weeks taking a new supply of books for high school and grades. Quite often a number of the books on hand are not returned as we permit them to be kept as long as needed which sometimes necessitates buying another copy of the book or borrowing from the State library.

In all of the schools but one a high school girl is in charge of the circulation under the supervision of the English teacher. In the largest school served the English teacher has charge of the books but sometimes appoints a pupil to help her with the work. In this school the grade children are up-stairs and we are fortunate in having a small room, probably twelve feet square, for library use. The room opens on to the main hall and the trustee has fitted it up with shelves and here we have a library of about one thousand volumes in charge of one of the grade teachers, who has library hours at noon and recess at which time the children get their books. This collection is never completely changed at one time as some titles are always in demand, but at each visit some new material is added and some no longer needed is returned.

All teachers are consulted as to what books they prefer to use and we try to supply the requests. Notices are sent ahead of time for the next visit in order that they may let us know what is needed.

Elementary grades are supplied with

class room collections, with this one exception, and this is perhaps the most interesting phase of the work as we spend twenty to thirty minutes in each room talking over the books with the teacher and children. The children are free to express their views about the books they have read and to make requests for the next trip.

In one eighth-grade room, the teacher makes a book game out of the arrival of new books. The box is opened and each of the pupils takes about three books at a time and they seat themselves around the bookcase. Then the teacher reads the author and title from the typed invoice furnished her and the pupils respond by showing the book and talking about its make up, contents and author as far as possible and place it in the bookcase by alphabetical arrangement.

In addition to the book service we are supplying from one to six magazines for each school. We also take care of the binding of books belonging to the high school and make discards when necessary.

All the high school libraries were organized by the County in 1921 with a shelf list and charging system. As new books are bought they are added and the same girls who take care of the County books are responsible for the care of the high school library.

We take an inventory of the books belonging to the high schools each year at close of school and see that they are in order on the shelves. We have sometimes recommended books most suitable for high school purchase, selecting from standard reference lists.

Our aim is to supply books of recreational and inspirational type and to supplement the reference material owned by the school, also to make it possible for every child in the County to have access to just the same books as could be secured at the best city library.

Mrs. Kate B. Hay,
Librarian.

Logansport—Cass County Library

Each school is visited every four weeks by the book truck in charge of a trained

librarian—two if the school is a consolidated one. A deposit of books at least one book per child, is chosen by the teachers of the first three grades and left with them. They keep a circulation record which they give to us on the next visit. The children above the third grade have their own cards and choose their books from the shelves of the truck. They may borrow two and we are now beginning to allow the third book if they wish it.

Reference books (not encyclopedias or dictionaries) and books for outside reading are left with teachers wishing them. Collections of books for outside English work are left with the English teachers for the entire year.

The county schools own a collection of supplementary readers which are cared for and distributed from the county library. This is just another means of forming closer connections between the schools and the library and in bringing the teachers to the library where they may see something else that will help in their work.

Talks on reading and the care of books are given in the grade rooms each year and the high school classes are given instruction in the use of the library. A visit to the main library is arranged if possible after such a talk.

School libraries are organized by the county worker wherever desired and one or more students trained to care for the books.

Magazines are also circulated in addition to books. *Child Life*, *John Martin*, *Junior Home*, *Popular Mechanics*, *Popular Science* and *National Geographic* are the most popular.

Edna M. Holden,
County Librarian.

Rochester—Fulton County Library

In the winter of 1921-22 when we were waiting for our first truck to be built we organized all the high school libraries in our part of the county. For a while after that we tried to keep them up but found it impossible. A county library might be able to organize the libraries and keep them organized if one member of the staff could

have it as part of her duties. But when the staff is as busy as possible doing the regular library work there is no time for high school organization or upkeep.

Our library supplies the high school libraries with the outside reading books. Also, any teacher may take as many books as he desires on his "Teacher's Collection" for an indefinite period. These are supposed to be chiefly for the use of his pupils.

We have a sub-branch at Fulton a couple blocks from the high school building. The librarian sends in requests for material which is lacking. When this high school library was organized by us we found quite a number of books of popular fiction. These were bound and placed in the branch of the county library. Other books which needed binding were bound and replaced in the school. Since that time a new building has been built and I do not know the condition of the library.

I feel that we can not organize this library as we could not give the same service to all the other high schools in our territory. If we could have another member added to our staff I would be glad to take over this work, but that is impossible now.

The book truck visits all other high schools except this one at Fulton. At large schools a day is given to the high school alone every two weeks. The truck is at the building once a week (as the grades have the alternate week) and if there is something especially needed it is taken care of at once. Some of the teachers use the main library, also.

Mrs. Grace Stingly Mason,
Librarian.

COOPERATION WITH RURAL SCHOOLS

For our work in the rural grade schools, we have the full support of the teachers, which, of course, is the first requisite in good service. The teacher can do much towards getting the child interested in reading. Our part is to get him to see this and to make our visits to the schools frequent enough to keep the interest alive, and to give that personal touch so essential

for creating interest in the library and what it may do for them.

We serve two townships, one has six one-room schools and the other five. These schools have collections of books, freshened or exchanged about four times during the school year. At the time of delivery of books, the librarian gives a talk or tells a story. The children look forward to these visits with much pleasure, and it affords us the opportunity of getting acquainted with the children, and they with us, then when they come to the library they feel more at ease and free to come to the desk, since here they find the same friendliness as they found at school.

In the spring just before school closes we tell the children about the Vacation Reading Club, giving each child one of the reading lists and encourage frequent visits to the library during the vacation months. We know we are going to get just a small proportion of the enrollment, for the child in this section is working in the onion fields, or doing some other farm work during the vacation months. Our best chance to reach the rural child is during the school year. A time when all can enter into the spirit of reading is during Book Week. This year each school was supplied with posters, reading lists and a play. They all planned a program and celebrated the week in fine spirit. It always pleases us to have the rural children have a part in the program at the library; the Saturday of the week is especially planned for them.

The one branch in our system is located in a township school, as this is the community center for this township. The branch serves both school and community. Twice a week the library is open from 12 noon until 4:30 p. m. The children flock in during the lunch and recess hours, and also are permitted to come during study periods. Often they take books home to their parents, the adults living nearby come and get their own books. This past year 10,440 books were circulated thru the branch, 6,648 of these were juvenile. The librarian and teachers work together in

perfect harmony and are ever ready to promote any movement that is suggested by the main library for increasing more interest in good reading.

Mayme C. Snipes,
Columbia City.

STATE LIBRARY SERVICE TO SCHOOLS

Loan and Reference Divisions

Books, magazines, pamphlets, clippings, pictures and music scores may be borrowed by school libraries which do not have public library service. Schools with city, township or county library service should try the local library first. If material needed is not available there, ask librarian to borrow from the state library. Unless otherwise stated, such loans are for thirty days from date of leaving state library. School libraries without public library service may borrow collections of books for general reading from the state traveling library. Name special subjects and titles desired and grades for which books are wanted. These collections are lent for three months and may be renewed for same length of time. Transportation charges both ways on all loans must be paid by the borrower.

Extension Division

Suggestions and plans for a better working library may be had by any local school from this division. Miss Helen M. Clark, school library adviser, visits schools, helps plan library rooms, betters library methods and increases value of libraries to schools. She spends from two days to a week in a

local school helping to organize the collection of books. In this work books are classified by the simplified decimal classification as used in Library Manual for Secondary Schools, book pockets and book cards are put in, books are marked on back with white ink, shelflist is made and library is arranged on shelves in correct order. With this as a beginning organization can be continued by the school and plans for better use can be made.

The following school libraries have been organized with Miss Clark's help since September, 1929: Eagle township high school, Boone County; Henryville high school, Clark County; Switz City high school, Greene County; Charlottesville schools, Hancock County; Brownsburg high school and Lizton schools, Hendricks County; Clay township schools, Howard County; North Vernon and Zenas high schools, Jennings County; Rolling Prairie and Union township schools, Laporte County; Elwood senior and junior high schools, Frankton high school, Pendleton high school and Summitville schools, Madison County; Beech Grove schools, Marion County; Bunker Hill and Macy schools, Miami County; New Richmond schools, Montgomery County; Greencastle high school, Putnam County; Parker and Spartanburg schools, Randolph County; Flint schools and Orland high school, Steuben County; and Greensfork schools, Wayne County.

Requests from schools are answered in the order in which they are received. Write us about your library problems.

Indiana State Library.

REPORTS OF SCHOOL LIBRARY PROGRESS

Anderson. Every day I am appalled when seniors come to me and ask how to use an encyclopedia. I think perhaps this alone made me decide to try to teach the freshmen something about the library and some of its reference books.

With the permission of the head of the

English department and my principal I began by giving four lessons at different intervals during the semester in all 1B English classes. I give one lesson on the ways and means of the library, its purpose in the school and some of its regulations and uses. In this lesson I tell something of the history

of libraries and books and end the lesson with a discussion of how books are made. I have illustrative material that the New Method Book Bindery of Jacksonville, Illinois, furnished me. Then I illustrate and emphasize the different parts of a book and their purpose. I always follow this with a practical test on how to use books, which helps the student all through high school.

My second lesson is on the dictionary. The Merriam Company of Springfield, Mass., furnished me with a pamphlet called *Universal Question Answerer*. (These may be obtained in quantity for the asking). I furnish each student with one of these pamphlets and we study each page, which is really a sample page from Webster's International dictionary. By means of red lines drawn to the side of the page the students learn facts about the dictionary they never knew before. I also tell them about the Century, New Standard, and Murray dictionaries, and how they differ from Webster's, but since we have more Webster's, I always use this dictionary for my basic tool. I follow this lesson with another test, using questions that bring out the different facts and uses of the dictionary. I find the following outline helpful:

Dictionary

1. Meaning of unabridged and abridged.
2. Guide letters, thumb indexes and guide words.
3. Information in a dictionary.
 1. addenda.
 2. special indexes.

My third lesson is on the encyclopedia. I use the New International and the Americana. I try to follow the outline given below:

1. What is an encyclopedia? (In general.)
2. Kinds of material to be found in encyclopedia.
 - a. arrangement of material.
 - b. guide word at the top of page.
 - c. sub-topics.
 - d. index.
 - e. cross references.
3. Qualifications.

- a. authority.
- b. date.
- c. method for keeping up to date.
- d. bibliography at end of various articles.
- e. arrangement.
4. Special Encyclopedias. (Merely mention).

I follow this by a test on the use of the encyclopedia.

The last lesson I use for a review lesson and a discussion of special reference books. I always have these special books with me and explain the uses of each one. I use such books as: *Who's Who in America*, *The World Almanac*, *The Lincoln Library*, *Bartlett's Familiar Quotations*, the history atlases, etc.

Mabelle Hilligoss.

Bloomington. The high school library occupies a room on the fourth floor, south side of the Junior-Senior building. This library has an attractive reading room seating from ninety to one hundred students.

The decorations of the room are gifts from the students; busts of Longfellow and Lincoln, and the figure of Black Hawk, a copy of the original statue by Lorado Taft. On the walls of the library are hung two beautiful pictures, *Autumn*, by the late T. C. Steele, Brown County artist, and a Venetian scene by Eliot Clarke, gifts of the Bloomington Art Association.

The shelving capacity is about twelve thousand volumes. The file of pamphlets and clippings makes it possible for the library to place before the students the most up-to-date material on all questions of the day. Besides the usual general reference books, the collection consists of books from the best of English and American literature—poetry, drama, essay and fiction; interesting biography; history, travel books; magazines, newspapers. The books are classified and cataloged. The profit from the bookstore is used in supporting the high school library.

The library is open for use by students every period except the activity period. If

a book is desired for use in the reading room the student fills out a reading room slip and presents it to one of the assistants behind the counter. Fourteen-day books are issued during the study periods and after school. Magazines are not to be taken out of the library. Over-night books are issued after four o'clock and must be returned before the first period of the following day. A fine of five cents a day is charged for over-night books if not returned on time, and two cents a day on fourteen-day books. Thirty thousand volumes were loaned for home reading during the school year of 1928-29.

Junior high has its own library. With its open shelves, and a teacher in charge each period, the junior boys and girls have the same opportunity to become acquainted with the dictionary, encyclopedias, special reference books, and books for recreational reading.

A course in library methods is given once a week. This is an elective course for which one credit is given for two semester's work. Each member of the class must give to the library one period a day, and after school, one evening a week. There are from two to three student-assistants every period.

Each student-assistant is assigned stack duty and has some particular task to perform in addition to the regular work of the course. *Lessons on the use of books and libraries*, by O. S. Rice, is used as a text-book. Students are graded on class work, care of stacks, newspapers and magazines, a term report relating to library work, and one examination at the end of the semester.

Once each year the class as a body visits the University library, where they have the opportunity to see the work of a college library. This visit is followed by one to the Cosler book bindery where they are shown step by step the binding of books and magazines.

The former plan was for the student to go directly to the library and sign a permit to study a given subject, the name of

the teacher who had assigned the work, the day and the period. This slip was sent to the study hall as an attendance slip.

Under the system just inaugurated "admission slips" to the library are issued by the teacher of the subject to be studied in the library, and are good for any period. The passes are collected as the student enters at the beginning of the period and are sent to the study hall for checking attendance. The study hall teacher returns the slips to the library before the end of period, and at the end of the day the slips are sorted and returned to the teachers who have issued passes for that day.

A survey shows that system has reduced the numbers from eighty or ninety per period to from forty to seventy, and has eliminated a few discipline problems. The students now feel that the library is theirs for serious work, but not a place in which to spend a period visiting with friends. Library passes are for an entire period.

Ella Davidson.

Bluffton. Since the organization of the Library of P. A. Allen high school in 1926 it has shown a steady increase in its circulation of books according to Mrs. Ratliff, librarian.

From September, 1926, to January, 1927, the library loaned 1,308 books. During those same months three years later, the circulation was increased almost seven times.

The daily number of books loaned is 381. From these facts it is evident that three-fourths of the students in high school borrow a book each day.

Six magazines are regularly on the shelves of the library, and several others are received at various intervals.

—The Comet, Bluffton High School.

Crawfordsville. Members of the Art department of the Crawfordsville high school have coöperated in a splendid fashion to give publicity to new arrivals in the high school library.

Bright pictures are taken from the paper jackets on the new books and used in post-

ers to arouse the curiosity of the students about the new books. This poster making is part of the instruction in the Art department and students are given credit for the work.

The posters are put on display in the main hall for several days. Later they are divided up by departments and sent to the teachers most likely to make use of the books advertised. There they are displayed in the class room for several weeks.

A "Book Corner" in the *Gold and Blue*, the weekly high school newspaper, has been another means of arousing interest in the new books. New books are not only listed but many are reviewed by students. These reviews are often made a project of the English department.

Mary Booz.

East Chicago. When the building which the Washington high school now occupies was planned, provision was made for a library to be located in the west wing on the second floor. The building was occupied in 1919 but the west wing was not added until 1921. In the meantime, library furniture was constructed in the wood shop under the supervision of F. Strickler.

A librarian was employed and the organization of the library was begun in September, 1922. Books and other materials were made available to teachers and pupils at once, the work of organization being carried on at the same time. The room was furnished with a wing type charging desk, ten tables, shelving, and an atlas table. Fifteen hundred books were collected from class rooms and an order for a basic collection of new books was placed. During that year the books were accessioned and a loan system established. The loan system adopted is an adaptation of the Newark charging system and is commonly used in high school libraries. The next year the library was classified according to the Dewey decimal system and the following year a shelf list was made and the work of cataloging started. The library is cataloged by the rules of the University of Wisconsin library school. In

January, 1927, the library staff consisting of student-assistants was organized and credit offered for work in the library. Other equipment was added as it was needed: a catalog case, a vertical file for pamphlets, pictures and clippings, two additional tables, additional shelving, a periodical rack, bulletin boards and a typewriter. New books have been added each year.

The library is housed in a large sunny room with ten west windows. The furniture is uniformly light oak and the walls are tinted buff. The lighting is semi-direct. The room seats seventy-two pupils. There are 4,548 volumes in the library, including a standard reference collection of encyclopedias, atlases, dictionaries, year books, the Readers' Guide, and Who's Who. Forty periodicals are received. Pupils come to the library during study periods when they have been assigned reference work. The library is also open after school for study and recreational reading. It has been found advisable to open the library two evenings a week for the use of students in the junior college classes and night school. All 9B pupils receive systematic instruction in the use of reference books and libraries. This work is given by the librarian with the coöperation of the English department. Circulation statistics have been kept since 1925-1926. The circulation for that year was 9,908. The circulation increased to 17,501 in 1928-1929.

The school library is a definite part of the modern educational program and is indispensable as a source of material for modern teaching methods which require the use of many books. The library method is necessary in the collecting and care of such material and in making it available to pupils and teachers. The Washington high school library has been organized and developed according to standards set up for high school libraries by the National Education Association and the American Library Association. It endeavors to provide the best possible library service for the high school.

In addition to the librarian the library staff is made up of a group of pupils who work in the high school library for credit under the supervision of the librarian. Each member of the staff gives one period a day and receives credit which is equivalent to that received for any unprepared subject with a daily recitation. Pupils from the tenth to the twelfth grades inclusive with satisfactory scholarship are eligible. No pupil may work for credit more than four semesters. The work which the pupil does is progressive and changes from semester to semester so that she may learn something about the organization and functioning of the library as a whole. Beginning pupil-assistants read shelves, charge and discharge books, mend, and assist in the mechanical preparation of new books for circulation. Advanced pupil-assistants count circulation, file cards, write overdue slips, check periodicals, assist in loan and reference, and assist in taking inventory. The staff meets after school from time to time for special instruction and to discuss library problems. A visit to a bookbindery and to Chicago libraries is an annual event much enjoyed by the staff.

Pupil help has been employed in the library since its organization in September, 1922. The first pupil help consisted of services volunteered by pupils who were interested in library work and had a free period. In January, 1927, the first library staff was organized and credit offered for the work. The first staff numbered four. The present staff consists of ten members.

The pupil staff has been of much service to the school. On several occasions the library has been supervised by the staff in the absence of the librarian. For three years the library has been in charge of a student-assistant during the six weeks of summer school. Eight pupil-assistants have been employed as pages in the public library for part time work. Two of these have been employed full time after graduation, one of whom was sent to library school in Indianapolis on the Phi Sigma

scholarship. Another pupil-assistant is doing public library work in St. Catherine's hospital.

Ruth Lucas.

Gary. The plan of co-operation between the public schools and the public library in Gary originated and grew out of the needs of the school to furnish wholesome and varied forms of recreation for a day somewhat longer than that of the conventional school. To Dr. William A. Wirt, Superintendent of schools, belongs the credit for the idea. One objective at the beginning was to have each child of school age make a definite contact with the public library system. Using the library was to become part of the every day life of the child who was already placed in an environment with many activities and interests; going to the library was not to be more unusual for him than taking a field trip for nature study; than performing the interesting duties connected with plant and animal husbandry; than spending a pleasant hour on the playground, in the swimming pool, or in the gymnasium; or than receiving religious instruction in a school of his own denomination. It was hoped that the habit of using the library would thus naturally carry over into the adult life of the child.

The plan of operation is briefly this: To the Central library and to the branches which are large enough to accommodate a normal size class, the public school in the neighborhood sends its children for one-hour periods of recreation, three classes in the morning and three in the afternoon. A Teacher-Children's librarian, paid by the Board of Education, helps the children and keeps them in order. The selection and appointment of the Teacher-Children's librarian is made by the librarian of the public library, who also makes all recommendations for initial salaries, as well as for yearly increases. The greatest difficulty has been to find capable candidates possessing mental and physical qualities to cope successfully with trying situations which were bound to come with such an arrangement. Attractive personality, firm-

ness, coupled with sympathetic understanding and knowledge of children, a teacher in the largest and in every sense of the word, again coupled with the ideals, the breadth, and vision of the librarian,—these are necessary qualifications. There is, fortunately, a small but growing body of experienced teacher-trained young women, who are sensing opportunities in this field of library work, which offers hard work along with unlimited opportunities for delightful relationships with children.

The work of the Teacher-Children's librarians is under the direction of the Supervisor of children's work of the public library. Their schedule is forty-two hours per week, seven and one-half hours per day and four and one-half hours on Saturday. The time which is not spent in direct contact with the children is used in the performance of manifold ordinary duties of children's librarians, such as working on book orders, reviewing new books, preparing instruction for classes, attending staff meetings, making picture books, etc. The salary is for twelve months, one month vacation being allowed with pay. All other holidays are on the same basis as that of the regular teachers in the school system. Teacher-Children's librarians are members of both the library staff and the school faculty.

The purpose of the children's reading is primarily that of recreation. Children who wish to do reference work, however, are encouraged to do so. In the course of the year all classes receive instruction in the care and use of libraries and books, the outline used being adapted and modified from one in the Cleveland public library system. Principals of the various schools schedule their own classes. Some children come but once a week; others come twice a week; and others again come every day for ten weeks, when a new group is started for the same period of time.

Wear and tear on a book collection in such constant use is naturally very great, in fact tremendous, while use of the books under such circumstances cannot be meas-

ured by circulation alone. The Board of Education has, therefore, made a generous allowance to meet this situation. It has agreed to pay the public library one-dollar per year per child served in a class group.

Schools which are located at too great a distance from branches of the public library have their own school libraries. These are controlled and operated by the English department of the Board of Education with no supervision by the public library system.

Clara E. Rolfs,
Supervisor of Children's Work,
Gary Public Library.

Hammond. Recently, the Hammond high school library put on a drive to raise money for new books. The plan was quite successful. The students were asked to contribute old books and magazines from their own personal libraries. Not only the students were interested, but a great many parents also contributed. The contributions were sorted and many books and magazines were found to be useful in the library. All the books and magazines that couldn't be used, were sold as paper and the money was used to buy new books.

This drive was sponsored by the Bohemian club, an honorary club of the English department. The campaign was put on during Book Week.

All schools do not have the same system of admitting students to the library. Some schools use the library just as a study hall with assigned seats each period. In other schools the students go to the library whenever they wish. This system is used in Hammond high school. When a student wishes to be admitted to the library, he must secure an admit from the teacher for whom he is to study. The student secures admits from English study hall from his English teacher, admits from his history study hall from his history teacher, etc. Instead of going to the study hall, he goes directly to the library. Admits are presented to the librarian at the beginning of the period, and are then sent to the study

hall indicated on the admit so that the student will not be marked absent. The admit is then returned to the teacher who issued it.

There are three times a day when each student may go to the library without an admit, before school, after school, and during his own lunch period. If a student goes to the library during his own lunch period, he must go during the first twenty minutes of the period and stay the rest of the period.

This systsem has been used for a number of years and has proved to be very successful.

Leona Hawver.

Indianapolis: Shortridge. We should like to mention the following projects which we hope will prove of value in our library:

1. We are preparing from the *Readers' Guide* a card catalog of magazine articles which are available in our own library on Lincoln, Washington and others. This will enable us to furnish material for entire classes on short notice. We have already made ues of this for Lincoln material.

2. A new bulletin board is soon to be installed in the library. One section of this will be reserved for material furnished by the students. The English department will coöperate in this plan by making a different class each week responsible for furnishing interesting clippings, book reviews or titles of books or magazine articles which they wish to recommend to other students. In this way we hope to broaden and vary the reading interests of the students and to aid the librarians in selecting material in which the students are interested.

Mrs. Nell R. Sharp.

Indianapolis: Technical. The Technical high school of Indianapolis has a two-year course in library practice, with twenty-seven girls at present, giving two periods each per day, and receiving one credit each semester for two years only, the credit being considered as an English credit other than those required for graduation.

Their work begins with the first period and continues through the tenth period though the high school work in other departments ends with the ninth period.

The work of the girls is planned for a month in advance and a chart is posted showing the schedule for each by weeks; that is, two girls are assigned to the desk for two periods during one week; two to mending, pasting pockets, etc., two to practice in reference work; two to varied work under the direction of the librarians, etc. The varied work consists of opening and registering magazines; keeping shelves in order; preparing pictures for the picture file and clippings for the clipping file; making scrap books of contemporary authors, of articles on state government, etc., and assistance in cataloging.

The girls understand on entering the class that the course is not intended to fit them to be librarians but to give them a little insight into the work and to be of help to them if they go on with it.

Tests are given each month; and note book work, daily work and tests combined make their grades.

Our library practice class has given an impetus to several girls who have continued their study. One is now an assistant in a college library; one an assistant in our Technical library; one an assistant in the catalog department of the State library; one in charge of a branch library; five employed part time in state and college libraries while continuing their studies in college.

Lyle Harter.

Indianapolis: Washington. The Washington high school freshmen are organized into what are called social and civic problem classes, whose purpose is to acquaint each one with the organizations of the school and help him make a success of his high school course. As a part of the work in these classes instruction is given in the use and purpose of our library. This instruction is given in the library by the librarian, so that when the lesson is over, each pupil is free to go around and thor-

oughly acquaint himself with the library. As a result we find that pupils, who receive this teaching, need very little assistance in finding what they want.

A noteworthy feature of the book collection at Washington High is a group of books signed by the authors. Visiting authors are requested to inscribe a volume and many friends have given the library inscribed copies. The list includes books by Riley, Ade, Tarkington, Nicholson, Lardner, Cobb, Gale, Bok, Wilstach, Hugh Walpole and others. A new respect for books is engendered and perhaps some future book collectors or book lovers started on the way.

Margaret Quinzoni.

Indianapolis: Teachers' Special. The Teachers Special library, a branch of the Indianapolis public library, which is on the first floor of the School Board building has served as a browsing place for school officials and teachers for the past ten years. With a book collection of 11,654 volumes, 13,750 pamphlets and clippings, and files of the leading professional magazines, it has become an ideal laboratory where all may work with educational print. Supervisors and principals, who find that it is so important to keep in a learning and sharing mood, read not only for their own work, but to be able to pass on ideas and book suggestions to their teachers, while the teachers in turn read for help with classroom problems. Here they may find how somebody else has done what they are thinking about or doing. Here they may pick up new devices and new materials that will help them to do a bit of really creative teaching.

Patrons in such a library, as in all others, can be divided into two large classes. Those who are looking for information on some particular subject, or help with some definite problem they have in mind and those who want to look around and browse. From the latter class one of the most frequent questions that the librarians hear is "What do you have that is new?" Those

who have worked with teachers know that after a day's work in the classroom many of them are so tired that exploring is a pleasure to them only when it is made very easy and inviting. The materials that are readily seen and conveniently at hand are the ones that are used, so that exhibits and displays become an important part of the work.

A small bulletin board just outside of the door is used to advertise the collection as a whole or to call attention to outstanding new or interesting materials. Just inside the library and placed so that the teachers will have to pass it on their way to the desk are display racks with new professional books and textbooks that the library has recently received. Another rack with a bulletin board over it is used to display materials for days the schools celebrate or books that will be helpful in teaching some particular subject. From time to time more extensive exhibits are made and attention is called to them in the official notices that are sent out from the school offices. An exhibit of this kind which aroused much interest and resulted in many reserves of library books and pamphlets was one that we had on geography. New books on teaching geography formed the center of the collection, while around the library in every available spot geography readers and pamphlets of various kinds were arranged by countries, each group being distinctly labeled with the name of the country. Our table of free material proved very attractive at this time, as we had collected a quantity of brightly colored, well illustrated, railway and steamship folders and conspicuously displayed with them a "Take One" sign. One of the teachers loaned us an unusually good group of framed foreign railway posters, which made our library walls most colorful and attracted many of the teachers who knew their owner and were interested in what she had brought home from her summer vacation to use on her schoolroom walls. Through exhibits a librarian can often

work out effective coöperation between the library and heads of school departments, who are always enthusiastic about library displays that feature their subjects. For instance, the Music department gladly sponsored a series of displays that featured musical programs appropriate for use in the schools on special occasions. The department made the programs, and took charge of the bulletin boards, while the library furnished the books to which the programs referred. Enthusiastic coöperation is always to be had from the Art department too and there are many attractive displays that can be worked out where art is concerned.

We have found that brief lists on various subjects are especially helpful in working with teachers, and can be used effectively both in the library and out in the schools. Another way of advertising is through school visits. A librarian can easily manage to have herself invited to teachers' meetings and whether she talks about the library and books or not her visit will remind teachers of the library in connection with their problems. I realize that I have been talking about what a special library is trying to do for teachers, and some of its publicity methods, but after all isn't it possible for a general library to do many of these same things even if they are done on a small scale or in a different way?

Kate Dinsmoor.

Kokomo. During the Christmas vacation we moved into our new quarters on the main floor of the newly-completed addition to the high school. We have fifteen windows on the south exposure which furnish excellent light. Since the library is visited by the majority of the students and teachers at some time during the week, we've decided to foster the appreciation of art by utilizing our wonderfully lighted walls for permanent art treasures and periodical art exhibits.

In our permanent collection we have seven lovely paintings: one each by Sitzman, Vawter, Schultz, and Steele, two by

the Woolsey brothers, and a Randolph LaSalle Coates' portrait of our beloved Elwood Haynes. In addition to these, at the present time we have a two-weeks' exhibit of the work of eight local artists, lent us by the Art Association of Kokomo, which has promised us other exhibits from time to time.

It is surprising what an interest has been created and how many students have discovered that the library is a pleasant place in which to study. The library is open certain nights each week while our night school is in session and we've had visits from many parents and friends—which goes to show that our endeavor to stimulate a taste for art has not been entirely lost.

Edith Armstrong.

Laporte. The Entre Nous Club, organized the first semester 1929-30, is composed of full-time student assistants in the library, who are active members, and former or part-time assistants, as associate members. Meetings are held after school on the first Thursday of each month and consist of a program relevant to library work, business of the club, and social hour. The officers are president, secretary, and corresponding secretary. There are no dues.

The assistants enjoy meeting with one another as they do not work together during the day, and they gain enthusiasm for their work in the library through the club meetings.

The following program has been adopted for this semester:

January 29.

Library Schools and Training; talk by Helen M. Clark, State School library advisor; members of Public library staff as guests.

February 6.

Phases of Library Work: Technical Libraries, Margaret Porter; Special Libraries, Evelyn Wright; College Libraries, Marjorie Green; Children's Work, Margaret Luch-

singer; social hour in honor of new members.

February 20.

Visit to Plimpton Press.

March 6.

Public and County Library, Dorothy Bauman, chairman; talk by Mrs. Lockridge, librarian, Laporte public library; The Book Truck, Marjorie Green; Branch Libraries and Stations, Henrietta Reinholt; Book party.

March 20.

Children's Work, Margaret Luchsinger, chairman; St. Patrick's Day party.

April 3.

College Libraries and Library Schools, Mary Louise Decker, chairman; April Fool party.

April 17.

School Libraries, Margaret Porter, chairman; Junior High School Library, Geneva Henderson, librarian, Central School; High School Library, Wilma Bennett; social hour.

May 1.

Technical, Business, and Special Libraries, Rachel Lasson, chairman; May day party.

May 15.

Feld trip to some enterprising small library in the county.

May 29.

Picnic.

June 5.

Farewell party for graduates.

Wilma Bennett.

Lebanon. The school board of the Lebanon high school and the library board of Lebanon agreed upon the following terms six years ago. The school board gave the public library 2,700 books for the high school library and agreed to furnish the library room with all shelving, tables, chairs, electric light, and furniture of all kinds needed; the library board to pay the high school librarian's salary for the school terms, and to buy all books and supplies. The librarian's time is all given to the high school library. She has one

assistant who is selected for her all-around ability in her junior year of high school. She is given a six weeks apprenticeship in the public library the summer previous without salary. The assistant is given high school credits in English for her work. The junior high school building joins the senior high school and they secure all their collateral reading and reference from the high school branch. We have added to the books each year and now have 5,000 volumes there. The books are selected each year by each department head of the high school and the high school librarian giving a list of books desired for their work to the superintendent. The library board sets an amount apart in the budget each year for books, magazines, and supplies for the high school branch. The high school librarian keeps up her own catalog there. All books are accessioned in the central library.

Mrs. Gertrude L. Cook, the librarian, gives six lessons in library science to all freshman classes entering the high school from junior high. For this she uses the A. L. A. lesson outlines in library science and also the textbook *Use of books and libraries* by O. S. Rice. Classes come into the library every other week during the semester for instruction. We cooperate in every way. She brings to me at the end of each month her circulation report and the fine money that she takes in. This is all added to my monthly report to our library board together with the report of purchases of books, magazines, and supplies.

Cora O. Bynum,
Libn., Lebanon.

Martinsville. In the Martinsville high school library a special table is always reserved for a feature table. This was started during National Book Week when a display of books, magazines, pictures, and various articles of special interest to the younger pupils was set forth. Students in the Art department furnished attractive posters for each collection.

Music was next featured and it was sur-

prising the amount of material a library of this size could contribute to this department. Pictures of composers and musical subjects added to the attractiveness of the table.

As the Christmas season was now approaching, our feature table took on a holiday air. Plays, poems, stories, pictures, magazines, and articles of wide variety were displayed—all suggestions of this glad time of the year.

After the holidays, history and geography attracted the attention of the students. So much material is to be found in the library on these two subjects that those books and articles especially attractive and some probably little known to the students in general were brought forward at this time.

Now we have a very attractive table featuring the Latin department. Books used in outside reading, plays, stories, poems, and magazines form the foundation. Samples of pictures on classical subjects chosen from a file contributed to the library by the Vergil students and some very excellent note-books made by some of the students add greatly to our collection.

Athletics will claim our attention as the tournament season approaches. English literature will follow this and science must come in for its share of publicity. The school year will close with a display of our material for the Industrial Arts department to which we are sure the students can add a touch with some of their handiwork.

Mrs. Beryl Hart Rusie.

Michigan City. Though our school library is a comparatively new project its importance is greatly felt even at its present age.

The library in the Isaac C. Elston senior high school had a meager beginning about six years ago, but has rapidly grown in regard to the number of volumes and also its importance in connection with the teaching of all academic and vocational subjects.

At present our library consists of 4,192

volumes and receives more than forty-two monthly periodicals.

At the beginning of each semester library instruction is given to each English class. A few days later they are given a test on how to use the library, and their English grade for the six weeks is affected by the grade received on the library test. Library instruction is given with the hope that students will become better acquainted with the use of high school and public libraries and to awaken a keen interest to read the best that is found in literature.

At the beginning of our new semester 228 freshmen were enrolled in our school and it was surprising to note how few knew how to make use of a library, but all were deeply interested in discovering its hidden treasures and to learn its key—the Dewey decimal system.

Mildred C. Dahlberg.

Mishawaka. Did you know that an average of 350 students attend the library daily? The third and sixth periods are the most popular with an average of 55 pupils in the library each hour. The highest number of students to attend any one hour during the last five weeks was 65. This was on November 15, during the sixth hour.

Did you know that 74 new books were added to the library during the five weeks which ended November 2? This makes a total of 3,794 books which the library owns. Also, the fines that were collected during that month amounted to nine dollars. The total attendance for the month was 7,691, and the last year during the same month the attendance was only 4,416. There should be an explanation for that. Can you figure it out?

Miss Florence Erwin lends 93 books a day, on an average.—*The All-Told*.

Mount Vernon. From the fact that the high school had a wonderful history and literature collection, and that no one was receiving any benefit from it, and books were being mutilated, lost and carelessly thrown around—we at the public library decided to “plunge in” and see what could be done. With the consent of the Board

of Trustees of the public library to give our time to this work, with the help of the city superintendent of schools and the consent of the city School Board to go ahead, the high school library was cataloged and put in order by the public library staff. After elimination, mending and binding, there were 1,085 volumes shelved in a corner of the high school assembly room, ready for the students on the opening of the fall term in September, 1922. The catalog is by author, title and subject, and is accessible to the teacher and student.

For seven years this library has been under the supervision of the public library; it has been taken care of just as the public library and in addition students were trained each semester for the actual charging and care of books during school hours. There has been no gain whatsoever to the public library.

In January, 1929, the new high school building was opened, and the care and housing of the books was a new problem; no arrangements having been taken into consideration for the library. The rear of the second floor study hall was shelved and is still being used as the library; but it is the aim to eventually have the room for the library. The first semester in the new building was the last semester of the school year and the library was operated on the old basis, and with student help entirely. We have always felt that the biggest help in directing the use of the library was during the school day, so on Saturday, August 31, the two boards agreed that a Branch would be maintained by the public library in the high school with a trained librarian in charge. Under the branch program they jointly meet the cost of operation, apportioned as follows:

High school—books, binding and re-binding; room and equipment; heat and light; janitor service; half of librarian's salary.

Public library—magazines; technical work on books; supplies; half of librarian's salary.

The main library has the benefit of the home circulation, though the school library is only open during school hours.

They now have 1,865 books in the library, with an average circulation of four books per student per month. School children do considerable reading in the class rooms and for this reason we feel better habits are formed there than could possibly be by having to go a great distance for a book or even for information. No book is taken from the library even for a minute without being charged by the librarian, and the students are not allowed to go to the shelves. By enforcing these rules, the loss is very small. We also have a system of fines. The superintendent, principal, and faculty are doing their utmost to make the library what it should be, "the integral part of present day school equipment."

We subscribe for ten magazines and a daily newspaper, cooperating with each department in the school, and one or two for recreation—*The Scholastic*, *American*, *Atlantic*, *Golden Book*, *Review of Reviews*, *Current History*, *Hygeia*, *Nature*, *Scientific American*, *Popular Chemistry* and the *Indianapolis News*.

We have had one semester under the new regime, and while there is much room for improvement, the plan is working well.

'Tis well to take things as they be

In peace or strife, for weal or woe,

But 'tis not up to you and me

To sit inert and leave them so.

If things are wrong, let's make them right,

If things are dull, let's make them bright.

And if they're good, 'tis well to plan,

To make 'em better if we can.—*John K.*

Bangs.

Lola E. Nolte,
Libn., Public Library.

Muncie: Ball Teachers College. The college library is no longer a collection of dusty books visited now and then by a professor who is willing to disturb the ever watchful librarian in his dragon-like supervision of the collection. Today students fill the library reading rooms by the hundred. As a rule they appreciate the fact that a store of valuable information is there for them but often they stum-

ble and flounder about in learning the way to obtain it unless they are given some assistance. This need is being cared for to a greater or less degree of thoroughness in most colleges at present by means of a course of some kind on library book resources.

At Ball State Teachers College in Muncie every student is required to take a one-hour course or twelve lessons in "Use of the library." This has been a required course for six or seven years but until recently no special time in the student's career was set for it. At present he is required to take it during his freshman year. "Use of the library" is given to acquaint the student somewhat with the most important resources of all libraries. Constantly emphasis is given to the fact that information acquired in this course will be as useful in nearly every regard in any other institution as it will be in this one. The fact that the course is "unprepared" and that, for that reason, no assignments are supposed to be made is a great handicap, for the student would fix in mind the information much better if he had to prepare assignments involving the use of it. In spite of that fact, however, the authorities have reason to believe that the course has done much good. Of necessity it is largely given over to lectures and the work of the students is checked up through frequent true-false and completion tests.

The introductory lesson stresses the location of various features of the College library. Then follow lessons on each of the following—catalog, Dewey decimal classification, dictionaries, encyclopedias, *Readers' Guide*, three or four yearbooks, and facts of the printed book. Briefer instruction is then given on periodicals, newspapers, biographies, government publications, and a few important libraries—especially the Library of Congress. The time is so limited that only one problem can be given. That one involves practical use of the catalog and is thought to be indispensable.

It is evident that this course is not complete but it is useful and forms a step

to something more nearly adequate which will come later, no doubt. Barcus Tichenor.

Muncie: Burris School. Burris school library is now in the process of becoming a usable institution. Our collection of junior high school books has reached a total of about 850 volumes, while the elementary grades each have their own classroom libraries, which are now being developed by the grade teachers. Eventually these collections will be classified and cataloged for the convenience of the pupils and teachers. Besides the regular book collection, we have started a clipping, pamphlet, and picture file which will supplement the reference materials on the shelves. We are mounting some of the pictures on cardboard, and others we are filing in envelopes under subject headings.

In regard to the library quarters, we have a large reading room, which is being liberally equipped with library furnishings. To accommodate comfortably the pupils, chairs and tables of different sizes have been installed. There is a magazine rack for current magazines, and a combination display rack and bulletin board, which provides the library with the means of giving publicity to selected groups of books. A dictionary stand, newspaper rack, atlas case, card catalog, charging desk, and two rows of wall shelving complete the library equipment.

The work at the circulation desk is manned by able junior high school boys and girls under the supervision of the librarian. These assistants enjoy being of service to the library in their varied tasks—such as in charging and discharging books, keeping the shelves in order, shelving books, making posters and book lists, doing the mechanical processes on new books, and in being helpful in every way.

After the library had been functioning for some time, it was decided that a closer coöperation between the high school and college libraries would be both an economical and beneficial arrangement. As a consequence, it was decided to have the college library catalog all Burris library

books, and keep duplicate records of them. Then, too, the college collection of juvenile books is to be transferred to Burris library, and our shelves are to be open to college students as well as to our own student body. We feel that this plan will best meet the needs of each group of readers.

As yet no well developed plan of teaching the use of books and libraries to the pupils has been devised. In as far as the school program permits, we are planning to work with each grade separately in giving instruction. A minimum of five lessons on the following subjects is the objective: Care of books, the parts of a book, classification, catalog, dictionaries, encyclopedias, Readers' Guide, and general reference books.

To facilitate the use of books, we hope to be able to let the pupils have free access to the library shelves. We are encouraging the pupils in the use of books for class purposes, and trying to supply them with a variety of books for home and recreational reading, in the hope that we may inculcate in them a permanent love for books and reading.

As an aid in accomplishing the purpose stated above, we are anxious to create a pleasing library atmosphere. Bulletin board space is to be provided for giving publicity to interesting books through book jackets, book lists, and attractive posters. With the aid of the art department pictures of the better artists are to be selected to add charm and effectiveness to the reading room.

This, in brief, gives an insight into our library. Though we feel a real beginning has been made, the future holds much in store for us in the way of real service and development.

Madge McLaughlin.

Shelbyville. At the regular meeting of the American Legion fifteen dollars was appropriated by the organization for the purchase of textbooks for the Shelbyville high school aero club.

The amount was given to the club on condition that the books remain in possession of the school library that they may be

used by all students interested in aviation.

The textbooks that were chosen by the book committee are: Modern aircraft, A. B. C. of aviation, Everybody's aviation guide, Flying simplified, Modern airplane and modern flight.

Hazel D. Newton.

South Bend. The following rules from the Blue Book of the Central senior high school should be of interest as outlining high school library routine:

TO GO TO THE LIBRARY

Obtain a library admit from the teacher assigning the reference work.

Report to the study hall and sign the library slip there.

Pass to the library and sign the slip there on the line corresponding in number to the one on which you signed at the study hall, or study room.

Leave the admit on the spindle in the library.

If the library is closed for a library lecture, the library admit is good for the next day.

There is a fine of three cents a day for overdue books and three cents a period on special loans. Saturday and Sunday are counted as a day in computing fines.

If a book falls due on a holiday, no fine will be charged if the book is returned the next school day, but if retained longer, the holiday is counted in computing the fine.

If books are returned immediately after absence because of illness, with admit from the dean, there will be no fine for books.

Books lost or injured must be paid for.

Students are not allowed to borrow library books to use as text books when they are expected to buy their own books for classroom use.

A book that has been put on reserve for special class work at the request of a teacher, should be asked for at the desk and returned to the desk promptly. These books are a one-period loan, or retained for reading in the library only.

The same rules hold good for all magazines.

Books desired for a special study period or for overnight use may be reserved at any time by arrangement with the librarian. Pupils should not ask the librarian to lay aside books or material unless they intend to return and claim them.

In asking for material, a pupil should give all the information he knows about the assignment.

If these rules are not clear, explanation may be obtained from the librarian, as a fellow student may impart incorrect information.

The Library Routine

The library has a collection of 5,000 books and about 50 current magazines, together with classified pamphlets, clippings and a good picture collection for the use of the student body and faculty. The library is open to all students for a reading and reference room, but *not for the study of class room texts.*

The arrangement of books follows the regular Dewey decimal system of classification. Use of the card catalog in locating material is urged.

A pupil should select the book he wishes from the shelf and have it checked out at the desk.

The following are library rules:

Reference books and magazines should be returned to their proper places before leaving the room, and chairs pushed up to the table.

Books should be checked out and returned through the charging desk.

All histories and magazines and topic materials are strictly a one-period or overnight loan. Books taken out over night should be returned at 8 o'clock the following morning.

All books of biography, drama, essays, orations, poetry, and travel on the outside reading list are a one-week loan.

Fiction may be retained for two weeks.

Books should be returned to the charging desk promptly in order to give other students an opportunity for the use of the same books.

If a pupil is going to college, the library

lectures in a neat note book will be a great help in saving time when looking for reference material. Even if the pupil is not going to college, note books should be saved for future reference.

Summitville. When school opened last fall a room had been fitted up for a library. Books in the building were brought in to be classified. Miss Clark came from the state department and did this work according to the Dewey decimal system and everything was placed in perfect order. Librarians were appointed from applications from members of the Senior Class who stood high in their school work. We found books that heretofore we did not know the school owned and have found them to be very useful. The students certainly do enjoy the use of the library and do much more research work than before. The following list will probably give you a fair idea of some of the things we have done thus far this year:

Purchase of new books for outside reading amount to \$65. This bill was paid from the proceeds of a Public Speaking Class play.

Subscriptions to several magazines amounting to \$23.

Purchase of reference books and Juvenile books amounting to \$65.

Purchase of newspaper files and a vertical file amounting to \$21.

Rebinding and mending of books amounting to \$38.

Sundry library supplies amounting to \$27.

This does not include the expenses of the establishing of the equipment for opening the room.

Aside from the fiction, reference books, verticle file, etc., we have several newspapers—daily, college and high school.

Our number of books to date totals 1,660.

All in all we feel that for the first year we have accomplished wonders with our library and could never get along without it again.

Terre Haute. Gerstmeyer Technical High School has had a radio installed by the

boys of the school. There is a loud speaker in every room, including the library. These loud speakers may be used in connection with a microphone through which the principal or a speaker can address the entire student body in the various rooms.

Naomi K. Crawford.

Terre Haute: State Teachers College. During the winter quarter the children from the fourth to the eighth grade were invited to join a travel club and spend the twelve weeks in touring Europe. The books chosen included as many stories as possible since the reading was to be done purely for pleasure rather than information, and a special section of shelves was set aside with the books arranged under the countries they represented. Each child was to read at least ten books, the equivalent of visiting ten countries. A large map of Europe was pinned to the bulletin board and as a child joined the club he received a colored pin with a slip attached bearing his name to stick in the map and move from country to country as he read his book. The map was soon bristling with these pennants and although no reward was offered outside of the pleasure of reading and belonging to the club, sixty-five children joined. A list of their names was posted on another bulletin board and they kept their own record of their travels on this list by writing the names of the countries they were visiting after their names. In order to lend atmosphere the children's room was decorated with railway and steamship posters and pictures of children of other lands and characters from some of the books on the travel club shelves.

Each grade visits the library for one period a week during which there is a story hour, instruction in the use of the library and time given to charge and discharge books. After showing the children several books and telling something about each one, the librarian allowed each grade to vote for the book it wanted read during the story hour. This plan is successful in arousing interest in books other than the one chosen for the story hour, since there

are always some children who want to read for themselves some of the books thus brought to their attention.

Since an effort is being made to encourage the children from the third grade to read more difficult books, they are being provided with the little note-books put out by Gaylord Brothers, "Books I Have Read," and with the co-operation of the language teacher are to keep records of the books they read.

The eighth grade spends some of its periods in browsing or quiet reading since it is felt that these boys and girls may derive as much profit and pleasure in spending their library hour that way as in listening to a story.

Instruction in the use of the card catalog, magazine indexes, encyclopedias and some reference books and in the classification and arrangement of books in the library is given to the Freshmen in the high school. This course covers not only the use of the children's room but the whole library, as a preparation for high school and college work.

Virginia Rinard.

Tipton. The Tipton high school library has been in existence only three years, having been organized in September, 1927. Since that time 600 new books have been added, making a total of nearly 1,700 volumes at present. As a special project this year we have made a collection of biographical material about modern authors. Both students and teachers have found this information interesting and helpful. A vertical file of pamphlets, clippings and pictures has been another valuable addition.

Mary Louise Mann.

Union City. The grade school libraries are being reorganized on a more workable basis. An inventory is being made in each grade room to determine the kind and amount of reading material available to the pupils. New material will be added as the need presents itself and books will be redistributed according to the place where they may best be used.

Frances L. Ruprecht.

Vincennes. According to arrangements now being made a library will be established in Vincennes Junior high school, ready for circulation by the beginning of next school year. As a foundation for this, a collection of 350 books has been made and with the Senior high school librarian in charge has been completely accessioned, shelved, and cataloged. Approximately 100 more are to be added soon.

The student enrollment here averages about 580 for the school year. And the library totals about 3,595 books at present, 424 of which have been added this year. Our highest circulation amounted to 1,506 during the month of October. The largest circulation for one day was 125, January 6, 1930.

Frances B. Rector.

THEFT OF BOOKS

The most distressing feature of public library service is the theft of books from the open shelves. All of the branches and much of Central have what are known as open shelves, to which patrons have free access. Careful arrangements have been made to provide for complete supervision and entrances and exits are all close to the delivery desk. In spite of all these precautions the number of books stolen annually is so large as to cast serious reflections on the open shelf plan.

A complete inventory is taken every year. According to it the losses established for 1928 vary from 15 volumes in the branch with the lowest and best record to 240 in the highest for 1928. The total for all branches and centers is 1,528. For the last ten years the sad total is 15,056 volumes, the equivalent of one large branch.

The problem is serious. Nevertheless there were only 1.155 volumes lost for every 1,000 volumes circulated. Viewed from this angle the losses are not so serious, which is the comforting view to which the Trustees are inclined.

In a desperate effort to check these losses

the practice was begun in 1926 of stamping the name "Rochester Public Library" on the three edges of every book, top and bottom and front. The appearance which this gives to the book is not pleasing but it undoubtedly has a wholesome effect in addition to its advertising value. As a result the ratio of loss in certain branches was reduced in two years from 1.3 volumes to .9 of a volume per 1,000 circulated, a decrease of 31 per cent.—*Annual Report, Rochester (N. Y.) Public Library.*

The selection of literature and the making of it available to boys and girls at the right time is much more important than is a systematic attempt to teach it.—*Orton Lowe, Pennsylvania Dept. of Public Instruction.*

The child who reads easily and has been taught to seek for himself the information that may be found in books has taken the surest and the shortest road to knowledge. He may learn in a few hours facts that the child who does not read may learn only after years of experience, or not at all, and he has open to him a wealth of recreation and entertainment that cannot be duplicated in any other form.—*Terman & Lima. Children's Reading.*

"Man is as it were a Book, his Birth is the Title-page; his Baptisme, the Epistle to the Reader; his Infancie and Childhood is the Argument or Contents of the whole ensuing Treatise; his life and actions are the Subjects; his sinnes and errors are the Faults escaped; his Repentance is the correction. Now there are some large volumes in Folio, some little ones in Sixteens, some are fayrer bound, some playner; some in strong velame, some in thin paper; some whose Subject is Piety and Godliness, some (and too many such) Pamphlets of Wantonnessee and Folly; but in the last page of everyone, there stands a word which is Finis, and this is the last word in every booke."—*Charles Fitz-Geffry, 1620.*

BOOK NOTES AND CURRENT NEWS

One of the worthwhile and interesting biographies of the last few months is *The peerless leader: William Jennings Bryan*, by Paxton Hibben. Mr. Hibben, who died in New York, December 5, 1928, was a native of Indianapolis and spent his early years here. In 1898 he was graduated from Shortridge high school with the highest honors ever won by a pupil of that institution. A few years ago he wrote a biography of Henry Ward Beecher. At the time of his death, only the first twenty-one chapters of the Bryan biography had been prepared. The book was completed by C. Hartley Grattan. It is a careful delineation of Bryan and of the forces that went into the making of his personality. Numerous illustrations, a thorough bibliography, notes and index add to the usefulness of the book. Farrar and Rinehart, New York, 1929. \$5.00.

Another recent biography of some interest in Indiana is *Joaquin Miller and his other self*. The poet's connection with this state is not so great as is sometimes supposed. He was born near Liberty, Indiana, but before he was six years old his parents moved farther west. Mr. Wagner's biography seems to be based chiefly on his personal acquaintance with the poet, letters written to him and quotations from his writings. In fact more than a third of the book is made up of quotations. The volume is mainly laudatory. Harr Wagner Publishing Co., San Francisco, 1929. \$5.00.

The latest publication of the Indiana Historical Society, which is volume 8, number 9, is *Life in old Vincennes* by Lee Burns. This is a small pamphlet of less than twenty-five pages but it is appropriate at the present time because of the memorial to George Rogers Clark which is soon to be constructed at Vincennes. Indiana Historical Society, Indianapolis, 1929.

The Calumet region and adjacent counties will be interested in volume 10 of the *Lake County Historical Society Proceedings*,

which is a history of Lake county. It contains the proceedings and papers of the Lake County Historical Association for the past five years. Some of the more important articles are: *Bibliography of Lake, Porter and Laporte counties* by William J. Hamilton; *History of Lake county, 1833-1847* by Solon Robinson; and *Dream cities of the Calumet* by John O. Bowers. Lake County Historical Association, Gary, 1929. \$1.50.

A new but very brief history of Lagrange county has been compiled by John W. Hannan, president of the Lagrange County Old Settlers Association. It contains, in addition to a history of the county, sketches of the townships and biographies. Printed by Lagrange Publishing Co., Lagrange, Ind., 1929. \$2.00.

Mrs. Emma King-Benham of Versailles, Ripley county is the author of *Ross Alley*, a memorial volume in honor of the pioneer poet and printer of that county. Mrs. King-Benham, 1929.

Two inexpensive pamphlets that are very useful at the present time are *Our state government* by Harold C. Feightner and *Constitutional revision in Indiana* by Maurice Early. The first is an account of the various departments, commissions and boards by which the business of the state is conducted. A brief history of each division with its powers and duties and method of operating is given. This pamphlet is the only thing of its kind bringing together in a single volume such detailed information concerning the whole state. All the articles included appeared in the *Indianapolis News* during the past five months. Indianapolis News, 1930. 15c. The pamphlet concerning constitutional revision consists of articles which appeared in the *Indianapolis Star* during 1929. The author attempts to show the defects in our present constitution and the need for a new one. 51 pages. Indianapolis Star, 1929. 10c.

Professor E. Merrill Root of Earlham college is the author of a volume of poems called *Bow of burning gold*. This is his second book. The first, *Lost Eden*, appeared in 1927. Robert Packard and Co., Chicago, 1929.

An amusing little volume of jingles is *Last page lyrics* by Mary E. Bostwick of the Indianapolis *Star*. All of the brief rhymes in the book are based on ludicrous news item which appeared in the *Star* from day to day. It is not intended to be poetry but will furnish a few minutes of pleasant recreation. Pratt Poster Co., 225 N. New Jersey St., Indianapolis, 1929. \$1.00.

Susanna and Tristram by Marjorie Hill Allee is a historical novel for children. It is concerned with the story of the underground railroad in Indiana. The heroine, Susanna Coffin, is a fictitious character but Levi and Catherine Coffin and most of the other people in the book were real anti-slavery workers. Mrs. Allee is particularly fitted to write such a story because she is herself a Quaker, a native of Carthage, Indiana, and a graduate of Earlham college. Houghton Mifflin Co., New York, 1929. \$2.00.

Oswald Ryan, lawyer and author of Anderson, Indiana, has a new book, *The challenge of the prophets*, which attempts to interpret the prophets in terms of today. Mr. Ryan is also the author of *Municipal freedom* and *The hope of democracy*. Warner Press, Anderson, Indiana, 1929.

Professor F. Lee Bennis of the Indiana university department of history has written a history of Europe from the opening of the World War to October, 1929. The title is *Europe since 1914*. Dodd, Mead & Co., New York, 1929. \$5.00.

Three Owls, second book by Annie Carroll Moore is published by Coward-McCann for \$3.00. This is the second compilation of articles on children's books by Miss Moore, as published in *Books* of the N. Y. *Herald Tribune*. The essays on children and their reading by Miss Moore is very good. The book is authoritative and

inspiring in its evaluation of "progressive thought in the increasingly important field of children's literature." It is a sound appraisal of the best of the old and the new material.

Mahoney, B. E. and Whitney, Elinor, comp. *Realms of gold in children's books*. 1929. Doubleday. \$5.00. As compiled by Miss Bertha Mahony, director of the Bookshop for Boys and Girls of Boston, and Miss Elinor Whitney, author of *Tod of the Fens*, this complete catalog of children's books is a most valuable guide to children's reading. It contains brief sketches of authors and illustrators, and is well illustrated and annotated. It is a valuable tool for the librarian, and is useful to parents and teachers and compares with the *Bookman's Manual* in its different field.

Realizing that many readers with a keen desire for knowledge have a limited educational background, the American Library Association Board on Library and Adult Education began work three years ago on the compilation of a list of readable books. The result is *Readable books* in many subjects, A.L.A. 40c. This selection, compiled by Emma Felsenthal for the Board is most valuable for the librarian in the small library who has the problem of selecting the best books and the most readable books. The books are classified and comparatively arranged so as to make selection easy.

Wyer, James I. Reference work A.L.A. \$2.50. Dr. Wyer's aim primarily in writing this book was as a textbook for use in library schools—acquainting students with the materials, methods and administration of reference work. He has done more than this. He has given us a human insight into the work. For one with a desire, but no particular knowledge of books and methods to be used in developing the work, he has given definite methods and instructions. It gives workable ideas adaptable to large or small libraries.

Four new parts of the *Standard catalog* for public libraries published by the H. W. Wilson Company are now ready. These

consist of a second supplement to the Biography section, a second supplement to the Social sciences section, a first supplement to the Fine arts section and a new section covering the field of History and travel. The titles included are selected with the small and medium sized libraries especially in mind. The compilers have tried to list not the ideally best books without regard to expense, availability or limitation of interest to a few scholars but the best books that the average intelligent frequenter of our public libraries will actually read and study. The lists are of course annotated and the source of the annotation given. In some supplements titles for first purchase are starred. The standard catalog will serve a triple purpose in a library (1) as a buying list; (2) as a reference tool; (3) as a recommended list of the best reading for users of our public libraries.

King, William A. The elementary school library. Scribner, 1929. \$2. As the author states, the book is "intended for superintendents, principals, supervisors, and school librarians who are concerned with the problems of establishing and maintaining library service to schools, and for institutions offering courses in school library practice. The intention in writing this book has been to encourage the beginning of school library service, as well as to stimulate improvement in existing school libraries.

Children's Catalog: 3d ed. rev. & enl. 4th supplement, comp. by Minnie Earl Sears. H. W. Wilson Co. Based primarily on well selected library lists, supplemented by advice from children's librarians. This 4th supplement has 172 new titles, and 24 new editions of books which were included in the main catalog; dictionary in form, entries under author, title and subject, and annotations under the author entry. At end of the book there is a list by grades arranged in three sections. (1). Primary grades (1-3). (2) Middle grades (4-6). (3) Upper grades (7-8). Useful to parents, teachers, librarians or anyone interested in selecting books for children.

INDIANA DOCUMENTS

Received at the Indiana State Library during January, 1930

- Boys, School. Report 1929.
- Conference on Observance and Enforcement of Law, Oct. 11-12, 1929.
- Conservation, Dept. of Pub. No. 91, "Ceramic Materials of Indiana", by W. N. Logan.
- Feeble-Minded Youth, School for. Report 1929 (also contains 10th report of Farm Colony for Feeble-Minded, 1929).
- *Health, Bd. of. Bul. V. 32, No. 11, Nov., 1929.
- *Health, Bd. of. Bul. V. 32, No. 12, Dec., 1929.
- *Historical Bureau. "Indiana Day."
- *Insurance Dept. Report 1929.
- Logansport State Hospital. Report 1929.
- Madison State Hospital. Report 1929.
- *Public Instruction, Dept. of. School Directory 1929-1930.
- Registration for Professional Engineers and Land Surveyors, Bd. of. Report 1929.
- Soldiers' Home. Report 1929.
- State Farm. Report 1929.
- *State, Secretary of. "Drivers' License, Motor Vehicle, Police Regulations, and Highway Laws" 1929.

February, 1930

- Charities, Board of. Bul. No. 177, Dec., 1929. (Contains Proceedings of 33rd State Conference on Social Work.)
- Charities, Board of. Bul. No. 178, Jan., 1930.
- Charities, Board of. Bul. No. 179, Feb., 1930.
- Girls' School. Report 1929.
- *Handbook of Indiana Committee on Observance and Enforcement of Law, 1930.
- *Health, Board of. Bul. V. 33, No. 1, Jan., 1930.
- Prison, State. Report 1929.
- *Public Instruction, Dept. of. Bul. No. 107A-3, "Voluntary Development and Reading Seatwork Exercises for Elementary Grades".
- Soldiers' and Sailors' Children's Home. Report 1929.
- Woman's Prison. Report 1929.

*Not given to the Library for distribution.

FOR THE INDIANA SECTION

The *Indiana Magazine of History*, the most frequently consulted collection of material upon Indiana history, completed its twenty-fifth year with the December 1929 number. The Historical Bureau is now compiling a consolidated Index for the twenty-five volumes issued since 1905. The Index is to be published by the *Magazine of History* at Indiana University and will be sold for \$1.00. No greater labor-saving publication for reference to Indiana history

could be brought out. One or more copies of this Index should be in every library in the state.

The Index will make a volume of well over a hundred pages. It is planned to send it out to those who have ordered it about the end of April. Librarians should send advance orders at once as the number of copies printed will be determined by the advance orders. It will be impossible for many to procure it after publication. Librarians should notice that the Index can not be supplied without additional charge to subscribers to the magazine. No copies will be distributed except as purchased by special order.

Every library in the state not already receiving the *Indiana Magazine of History* should arrange to do so in the future. The Publications of the Indiana Historical Society should also be in every library. Both the Magazine published by Indiana University, and the Publications of the Society are secured by membership in the Indiana Historical Society. The annual fee for membership of libraries and other institutions is \$3.00. The Society celebrates the one hundredth anniversary of its founding next December. A centennial Handbook is to be issued this year containing a history of the Society by Dr. James A. Woodburn, the constitution, the list of officers and members and other material. Memberships run with the calendar year and all of the Publications issued during the year are sent to members, whatever the date of joining. Applications for membership should be sent to the Secretary, 334 State House.

STATE LIBRARY BUILDING COMMISSION

Governor Harry G. Leslie appointed the members of the State library building commission in December. Four members are from the Indiana library and historical board. They are William M. Taylor and Charles N. Thompson, Indianapolis, Mrs. Elizabeth Claypool Earl, Muncie, and Mrs.

Bess M. Sheehan, Gary. William P. Dearing, Oakland City, who is the fifth member of the board, declined appointment to the commission, it was announced at the governor's office. The act creating the commission provides for but four members from the board. Senator C. Herman Pell, Republican, Carbon, and Representative George L. Saunders, Democrat, Bluffton, are the legislative representatives chosen. The act also provides for three members drawn from the citizenry at large. These are Arthur R. Baxter, Indianapolis, Charles T. Sansberry, Anderson, and James R. McCann, Lebanon.

The Commission met with the Governor February 26th and organized by electing Arthur R. Baxter president and Charles T. Sansberry vice-president. The director of the State library is *ex-officio* secretary.

Necessary committees were provided to get the project under way. It will be some time before "the dirt begins to fly" as the progress will be timed by the receipt of funds which will not be fully received until January, 1933.

INDIANA LIBRARY ASSOCIATION

Synopsis of Minutes, Executive Board meeting, January 31, 1930.

The Executive Board of the Indiana Library Association met with the Executive Board of the Indiana Library Trustees' Association at the State House, Indianapolis, January 31, 1930, 11:15. Members present were:

Indiana Library Association:

Marian A. Webb, Fort Wayne, President;
Clara E. Rolfs, Gary, Vice-President;
Grace Kerr, Indianapolis, Secretary;
Caroline Dunn, Connersville, Treasurer;
Frank H. Whitmore, East Chicago, President, preceding year;
Louis J. Bailey, Director, State library.

Indiana Library Trustees' Association:

Sheridan Clyde, Elwood, President;
Mrs. Robert H. Egbert, Martinsville, Vice-President;

Mrs. J. B. Wilson, Bloomington;
Charles C. Cassel, Connersville.

L. L. Dickerson and Miss Hazel Warren also attended the meeting, and Miss Lillie Wulfekoetter, President of the Ohio Library Association, representing the Executive Board of that Association, came to discuss plans for a 1930 joint meeting. After consideration of various places suggested, it was decided to accept an invitation to Dayton, Ohio, and a motion was made and passed that a joint meeting of the three associations be held at that place. October was decided upon for the month of meeting, exact dates to be determined later. At Miss Webb's request there was some discussion of plans for the program, but all details were left in the hands of the three association presidents. At 3 P. M. the joint meeting was adjourned.

At 3:15 P. M. the Indiana Library Association Executive Board, all members present, with Miss Hazel Warren, took up consideration of special business.

Minutes of the last meetings, and the Treasurer's report for the period, October 18, 1929-January 31, 1930, were read and approved. The president made the following committee appointments, which were approved:

Certification Committee:

Bertha Ashby, Bloomington, Chairman;
Carrie E. Scott, Indianapolis;
Mrs. Anne Metzger, South Whitley;
Flora M. Case, Elkhart;
Inez Crandle, Evansville;
Virginia Rinard, Terre Haute;
Mrs. Norma Corya, Brookville.

Educational Committee:

Erdean F. McCloud, Fort Wayne, Chairman;
Barcus Tichenor, Muncie;
William A. Alexander, Bloomington;
Mrs. Florence B. Schad, Indianapolis;
Olive Miller, North Manchester;
Gertrude H. Andrews, Brazil.

Legislative Committee:

James A. Howard, Hammond, Chairman;
Annette L. Clark, New Albany;

Mable L. Deeds, Oxford;
Frank H. Whitmore, East Chicago;
Elizabeth L. Rockwell, Goshen;
L. L. Dickerson, Indianapolis;
William M. Hepburn, West Lafayette.

Membership Committee:

Inez M. Paul, South Bend, Chairman;
Jane Kitchell, Vincennes;
Gladys Walker, Columbus;
Hazel Lett, Washington;
Mary Cochrane, Delphi;
Esther Hamilton, Liberty;
Hazel Frances Long, Whiting;
Priscilla Jane MacArthur, Huntington;
Mrs. Emma B. Phillips, Tell City.

City Representatives:

Mabel Tinkham, Gary;
Ruth A. Bean, Evansville;
Mary J. Cain, Indianapolis;
Grace E. Davis, Terre Haute;
H. Lucile Gerber, South Bend;
Sarah L. Sturgis, Fort Wayne.

The question of a nominee to serve on the Indiana Library and Historical Board for the next four years was then taken up for consideration. William M. Taylor, member for the past five years, has given generously his time and efforts on behalf of the public libraries of Indiana; his experience during these years, as well as his previous experience on the building committee of the Indianapolis Public Library, completed in 1917, made him a logical candidate for renomination, especially at this critical time in the history of the State Library building project, so vital to the interests of every library in the State. On account of a motion passed at the last business meeting of the Association, however, recommending that the names of librarians be included in the list of recommendations sent to the Governor for this appointment, the Board discussed the situation with the greatest care and thoroughness, endeavoring to cover all its aspects impartially. Finally, however, sincerely convinced that the best interests of the Association as a whole would be furthered by its action, the following motion was made, seconded and

unanimously passed: Moved, that William M. Taylor's name be presented to the Governor as the Indiana Library Association's representative for appointment on the Indiana Library and Historical Board.

Meeting was adjourned.

Grace Kerr, Secretary.

A STUDY OF AMERICAN PRISONS

Two publications of more than ordinary interest to librarians, editors, and students of penology, are published by the National Society of Penal Information of 114 East 30th Street, New York City—namely, *The Handbook of American Prisons*, and *Health and Medical Service in American Prisons and Reformatories*.

The reports contained in these volumes represent two years' intensive investigation. They cover a total of 120 federal and state prisons and adult reformatories, in fact, every institution of this kind in the United States.

The Handbook is the third one published by the Society and the first comprehensive study of every American prison. Cell capacity, population, discipline, punishment, parole, prison food, recreation, living conditions, hospital service, industry, idleness, educational and vocational training are among the topics which are discussed at length in the handbook.

Dr. Frank L. Rector, Executive Secretary of the Chicago Medical Society, is editor of the medical study, which is the first comprehensive one ever made of federal and state prisons.

William B. Cox is Secretary of the National Society of Penal Information, at the national headquarters at 114 East 30th Street, to whom all inquiries should be addressed.

The price of the Handbook is \$4.00, and the medical study, \$2.50. (A special library rate of \$3.20 and \$2.00, or \$5.00 for the two volumes is made to libraries.) Only a limited number of copies have been put on sale.

Amos Butler.

SUGGESTIONS

The club women of Indiana are being urged by Mrs. J. W. Moore, chairman of the Legislative department; Mrs. J. M. Thistlewaite, chairman of the American Citizenship committee, and Mrs. Myra Stewart Gordon, chairman of the Public Welfare department, Indiana Federation of Clubs, to give careful and thorough study and special attention in their next year programs to the subjects of probation, school attendance, child labor laws, and physical and mental hygiene. Brief bibliographies on these subjects, including names of organizations where free material may be obtained, will appear in the next *Occurrent*. Also it is suggested by these chairmen that in order to vote intelligently at the November election on the question of calling a constitutional convention, the women will wish information on the present constitution. At present two pamphlets are in print which will be helpful on this subject, namely, *Constitutional revision in Indiana*, by Maurice Early, Indianapolis Star, 10 cents, and *Our state government*, by Harold C. Feightner, Indianapolis News, 15 cents. Other material probably will be in print in time for the next *Occurrent*.

It is hoped by these chairmen that the librarians of the state will prepare for the study of these subjects and that they will communicate with the club presidents when they have secured any material.

MUSIC IN THE STATE LIBRARY

Requests received at the State library show a growing demand for music. A more or less tentative beginning has been made in certain fields, as indicated in the following lists. The collection will be added to as rapidly as space and funds permit and the library will be glad to know what will be of use to those interested. As funds for this purpose are not very plentiful, gifts of old music which the owners no longer care to keep will be gladly received. In this way much can be made useful that might otherwise be destroyed.

Loans are made for thirty days with renewal privilege of two weeks. In the case of ensemble work, longer periods may be necessary and will be granted if possible.

ANTHEMS

(24 copies of each are available)

Barnby. Like silver lamps
 Bischoff. Lord is my shepherd
 Buck. Rock of ages
 — Sing alleluia forth
 Faure. Palm branches
 Franck. They are ever blessed
 Gilchrist. Calm on the listening ear of night
 Gounod. Bethlehem: shepherd's nativity hymn
 — Nazareth
 Grieg. God's peace is peace eternal
 Hadley. How lovely are Thy dwellings
 Hailing. Holy, holy, holy, Lord God Almighty
 Handel. Lift up your heads
 Harker. Ponder my words, O Lord
 — Turn ye even to me
 Huerter. Only one prayer to-day
 Jewell. Give ear to my words, O Lord
 Macfarlane. Jesus lives!
 — My redeemer liveth
 Maunder. Praise the Lord, O Jerusalem
 Mendelssohn. But the Lord is mindful of His own
 Nichol. Shadows of the evening hours
 Peace. Thou wilt keep him in perfect peace
 Risher. Like as the hart

Schnecker. My faith looks up to Thee!
 Schubert. Great is Jehovah
 Shelley. Onward Christian soldiers
 Speaks. Let not your heart be troubled
 Spicker. Fear not, O Israel
 Spohr. As pants the hart
 Stainer. God so loved the world
 — I am Alpha and Omega
 Sullivan. It came upon the midnight clear
 Vogrich. While shepherds watch'd their flocks by night
 Woodward. Radiant morn hath passed away

CHAMBER MUSIC

Trios

(Violin, 'cello and piano unless otherwise stated)

Carl Fischer favorite trio album
 Ditson easy trios (Two violins and piano)
 Ditson trio album
 Modern trio album
 Elgar. Salut d'amour
 Ketelbey. In a monastery garden
 Moszkowski. Serenata
 Thomé. Simple aveu

Quartets

(Two violins, viola and 'cello unless otherwise stated)

Easy classics for ensemble players (Three violins and piano, with optional viola and 'cello)
 Fiddlers four; a collection of famous old and new pieces harmonized for violin chorus (Four violins)
 Flonzaley quartet favorable encore album 4v.
 Meister für die jugend 3v.
 Quartet album
 Strasser. Classic and modern string quartet album
 Zoellner quartet repertoire
 Beethoven. Menuet (No. 2 in G)
 Bizet. Adagietto
 Bohm. Quartet (Four violins)
 Dunkler. Au bord de la mer
 Haydn. Thirty quartets 2v.

- Andante from Surprise symphony
 (Three violins and piano)
 Mendelssohn. Canzonetta
 ——— Midsummer night's dream over-
 ture (Two violins, 'cello, piano)
 ——— Wedding march (Two violins,
 'cello, piano)
 Poldini. Poupée valsante
 Rossini. Cuius animam (Two violins,
 'cello, piano)
 Schubert. All' Ungherese (Moment Musi-
 cal)
 Schumann. Abendlied and Träumerei
 (Flute, violin, 'cello, piano)
 ——— Träumerei and By the fireside
 Trinkaus. Four moods (Four violins)
 4v.
 Tchaikowsky. Andante cantabile (From
 String Quartet op. 11)

 Quintets
 (Four violins and piano)
 Grieg. Peer Gynt suites 1 and 2
 Moszkowski. Spanish dance
 Wagner. Select pieces

 Sextets
 Beethoven. Adagio cantabile from the Sex-
 tet op. 20 (Two violins, viola, 'cello,
 bass, piano)

 OPERA SCORES
 Balfe. Bohemian Girl
 Beethoven. Fidelio
 Bellini. Norma
 ——— La Sonnambula
 Bizet. Carmen
 Cadman. Robin Woman
 ——— Witch of Salem
 Charpentier. Louise
 Converse. Pipe of desire
 Debussy. Pelleas and Melisande
 DeKoven. Rip van winkle
 ——— Robin Hood
 Donizetti. Lucia di Lammermoor
 ——— Lucrezia Borgia
 Flotow. Martha
 Gilbert & Sullivan. Iolanthe
 ——— Mikado
 ——— Patience
 ——— Pinafore
 ——— Pirates of Penzance
 Gluck. Orpheus
 Gounod. Faust
 ——— Romeo and Juliet
 Herbert. Natoma
 Humperdinck. Hansel and Gretel
 ——— Königskinder
 Leoncavallo. Pagliacci
 Mascagni. Cavalleria Rusticana
 ——— Iris
 Massenet. Herodias
 ——— Manon
 ——— Thais
 Meyerbeer. Dinorah
 Montemezzi. L'Amore dei Tre Re
 Mozart. Don Giovanni
 ——— Magic flute
 ——— Marriage of Figaro
 Offenbach. Tales of Hoffman
 Parker. Fairyland
 ——— Mona
 Ponchielli. La Gioconda
 Puccini. Girl of the Golden West
 ——— La Bohème
 ——— Madame Butterfly
 ——— Manon Lescaut
 ——— Tosca
 Rimskii-Korsakov. Golden cock
 ——— Snow maiden
 Rossini. Barber of Seville
 ——— William Tell
 Saint-Saens. Samson and Delilah
 Taylor. King's henchman
 Thomas. Mignon
 Tchaikowsky. Eugene Onegin
 Verdi. Aida
 ——— Ernani
 ——— Masked ball
 ——— Othello
 ——— Rigoletto
 ——— La Traviata
 ——— Il Trovatore
 Wagner. Dusk of the gods
 ——— Flying Dutchman
 ——— Lohengrin
 ——— Meistersinger
 ——— Parsifal
 ——— Rheingold
 ——— Siegfried
 ——— Tannhauser

- Tristan and Isolde
- Valkyrie
- Weber. Freischütz
- Wolf-Ferrari. Jewels of the Madonna
- Suzanne's secret

OPERETTAS

- Avery. Ichabod Crane
- Cadman. Ghost of Lollypop Bay
- Carrington. Isle of chance
- Mysterious master
- Chaney. Belle of Barcelona
- Clark. Crimson star
- Hadley. Fire-prince
- Lester. Se-a-wan-a (The cherry maid)
- For women's voices
- Weil. Seven old ladies of Lavendar town
- Wilson. Purple towers

ORATORIOS

- Bach. St. Mathew Passion
- Gounod. Redemption
- Handel. Israel in Egypt
- Messiah
- Saul
- Haydn. Creation
- Seasons
- Mendelssohn. Elijah
- St. Paul
- Verdi. Requiem

ORGAN

- Bach. Organ student's Bach; twenty-three organ compositions
- Batiste. Fifty voluntaries for reed or pipe organ
- Dubois. Twelve pieces for the organ
- Guilmant. Practical organ; a collection of organ compositions with pedal obligato V. 1
- Jackson, comp. Gems for the organ; a collection of voluntaries and melodious movements carefully selected and arranged for the use of organists in church service.
- Lorenz. Folio of one-page organ voluntaries
- MacDowell. Transcriptions for the organ from the works of

- Nevin. Organ folio of compositions
- Orem, comp. Organ player; a collection of church and recital pieces for the pipe organ.

- Organ repertoire; a book of pipe organ music for church and concert.
- Shelley, comp. Gems for the organ

PIANO MUSIC

Anthologies

- Album of Scandinavian piano music 2v.
- Anthology of classical and modern piano compositions
- Anthology of French piano music (Musician's Library)
 - V. 1 Early composers
 - V. 2 Modern composers
- Anthology of German piano music (Musician's Library)
 - V. 1 Early composers
 - V. 2 Modern composers
- Early Italian piano music 2v. (Musician's Library)
- Ideal home music library
 - V. 1 Classical works
 - V. 2 Modern compositions
 - V. 3 Light pieces
 - V. 4 Juvenile pieces
 - V. 5 Opera selections
 - V. 6 Dance music
 - V. 7 Sacred Music (Piano. Vocal)
- Modern Russian music 2v. (Musician's Library)

Individual Composers

- Bach. Short preludes and fugues for the pianoforte
- English suites for the pianoforte 2v.
- Cadman. Idealized Indian themes for pianoforte
- Thunderbird piano suite
- Chabrier. Habanera
- Chaminade. Pièce dans le style ancien
- Grieg. First orchestra suite from the music to Peer Gynt
- Four album leaves for pianoforte
- Humoresken
- Lyrical pieces for the pianoforte 2v.

- Twenty-five northern dances and folk-tunes
 Haydn. Sonatas (Schirmer)
 Kuhlau. Sonatinas for the piano
 Liszt. Rhapsodie Hongroise No. 2
 MacDowell. Barcarolle
 — Drei Poesien (4 hands)
 — Fireside tales
 — Hexentanz
 — Humoreske
 — Jagdlied
 — Mondbilder (4 hands)
 — New England idylls
 — Rigaudon
 — Sechs gedichte nach Heinrich Heine
 — Sonata eroica
 — Woodland sketches
 Mendelssohn. Concerto in G minor
 Moszkowski. Spanish dances
 Rubenstein. Cradle song
 Schumann. Humoreske
 Goetschius, ed. Analytic symphony series
 Beethoven No. 5 C Minor
 Brahms No. 1 C Minor
 — No. 2 D Major
 Dvorak No. 5 E Minor (New world)
 Franck. D Minor
 Haydn No. 2 D Major (London)
 — No. 6 G Major (Surprise)
 — No. 11 G Major (Military)
 Mendelssohn No. 3 A Minor (Scotch)
 Mozart No. 35 D Major (Haffner)
 — No. 38 D Major (Without minuet)
 — No. 47 E-flat Major
 — No. 48 G Minor
 — No. 49 C Major (Jupiter)
 Schubert No. 5 B-flat Major
 — No. 7 B Minor (Unfinished)
 — No. 10 C Major
 Schumann No. 1 B-flat Major
 Tschalkowsky. No. 4 F Minor
 — No. 6 B Minor (Pathetic)

SONG COLLECTION

General

- Bacon. Songs every child should know
 Bispham. David Bispham treasury of song
 Dann. Christmas carols and hymns for the school and choir

- Franklin Square song collection 5v.
 Gartlan & Donnelly High school songs for every occasion
 German. Just so song book
 Heart songs dear to the American people
 Hutchins. Carols old and carols new
 Johnson. Songs of the nation
 Johnson. Songs everyone should know
 Johnson. Our familiar songs and those who made them
 Macmillan. Book of songs
 Marzo. Fifty Christmas carols of all nations
 Neitzel. Gems of antiquity
 Period 1240-1786
 Noble. Most popular songs for every occasion
 Spicker. Operatic anthology 5v.
 Wier. Book of a thousand songs
 — Songs the children love to sing
 — Songs the whole world sings
 Untermeyer & Mannes. New songs for new voices

- Waite. College songs
 Wier. Sacred music the whole world loves

National and Folk-songs

General

- Bantock. One hundred folk songs of all nations
 — Sixty patriotic songs of all nations
 Botsford. Folk songs of many peoples 2v.
 Brown & Moffat. Characteristic songs and dances of all nations
 Elson. Folk songs of many nations
 Most popular songs of patriotism including the national songs of all the countries in the world

American

- Book of navy songs
 Burton. American primitive music
 Cadman. Four American Indian songs founded upon tribal melodies
 — From wigwam and tepee
 Campbell. English folk songs from the southern Appalachians
 Colcord. Roll and go; songs of American sailormen
 Dolph. "Sound off!" soldier songs from Yankee Doodle to Parley Voo
 Dresser. Songs of Paul Dresser

Endicott. Three melodies of Revolutionary times

Finger. Frontier ballads

Fisher. Seventy negro spirituals for high voices

——— Seventy negro spirituals for low voices

Fletcher. Indian games and dances with native songs

——— Indian song and story from North America

Hampton Institute. Religious folk songs of the negro

Hopkinson. Six songs

Hughes. Songs by thirty Americans

Johnson. Book of American negro spirituals

——— Second book of negro spirituals

Kennedy. Mellows (Negro)

Krehbiel. Afro-American folk songs

Lieurance. Nine Indian songs

——— Songs of the North American Indians

Lomax. Cowboy songs and other frontier ballads

Milligan. Pioneer American composers; a collection of early American songs.

Richardson & Spaeth. American mountain songs

Sandburg. American song bag

Sharp. American-English folk songs collected in the Southern Appalachians

Spaeth. Read 'em and weep

——— Weep some more, my lady

Stanley-Brown. Song book of the American spirit

Sturgis. Songs from the hills of Vermont

Vernon. Yankee Doodle-Do; a collection of songs of the American stage

Wyman. Lonesome tunes; folk songs from the Kentucky mountains

English

Bantock. One hundred songs of England

Kimmins. Songs from the plays of William Shakespeare

Potter. Reliquary of English song

Scott. English song book

Sharp. English folk-chanteys

——— Folk songs of England

——— One hundred English folk songs

Vincent. Fifty Shakespeare songs

French

Barbeau & Sapir. Folk songs of French Canada

Gagnon. Chansons populaire du Canada

Gibbon. Canadian folk songs

Hale. Modern French songs

Tiersot. Forty-four French folk songs and variants from Canada, Normandy, and Brittany

——— Sixty folk songs of France

German

Scherer & Dirks. Deutsche lieder

Schubert. Songs 2v.

Schumann. Fifty-five songs

Spicker. Songs of Germany

Irish, Scotch, Welsh

Hopekirk. Seventy Scottish songs

Moffat. Minstrelsy of Wales

Page. Irish songs

Songs of Ireland

Italian

Florida. Early Italian songs and airs

Marzo. Songs of Italy

Spanish and Latin American

Hague. Folk songs from Mexico and South America

Luce. Canciones populares

Sturgis & Blake. Songs of the Pyrenees

Scandinavian

Forestier & Anderson. Norway music album; a selection for home use of Norway's folk songs, dances, etc.

Hägg. Songs of Sweden

Kaprey. Songs of Scandinavia and northern Europe

Miscellaneous

Gideon. From the cradle to the chuppe; songs of Jewish life

Hopkins. Aloha collection of Hawaiian songs

Schindler. Sixty Russian folk songs for one voice

Yamada. Japanese folk songs for voice and piano

NEWS OF INDIANA LIBRARIES

Anderson. Miss Frances H. Starr is enrolled in the School of library science, at Western Reserve University.

Attica. The public library received a Christmas gift of fifty dollars from Wilbert M. Allen for the purchase of books. "It's a grand and glorious feeling," writes Miss Fisher. After purchase a list of the books bought was published.

Bedford. The library board has purchased a beautiful piece of statuary to be placed in the public library. It is the work of August Wielandt of Bedford. It is cut from Indiana limestone. The piece is a copy of the life-size model of a lion, the work of the famous French sculptor, Antoine Louis Barye.

Bloomington. Mrs. Arthur B. Stonex has taken the place of Miss Alice Kerr as assistant librarian in the High school library.

Brazil. At a meeting of the Woman's reading club the establishing of a Memory shelf in the hospital library at the Clay County hospital was decided upon. The club will sponsor the shelf and with the aid of the public library will add this collection to the library already in the hospital. The books on the memory shelf are given by friends in memory of dear ones who have passed away. School children give books in memory of a teacher, or some school mate who has passed on; parents give books in memory of their children and clubs remember members or officers whom they have lost. The books will be on display in the public library until a sufficient number has been donated to fill the shelf. They will be cataloged and taken to the hospital where they will be placed permanently on a shelf to themselves. They are to be used by patients in the hospital. The hospital library belongs exclusively to the hospital. Books donated to this library are never used anywhere else. While the woman's reading

club is sponsoring this shelf it is not restricted in any way, and any person in Clay county, who wishes to contribute a book, or books, for this collection, may bring them to the public library.

Carthage. William P. Henley resigned as chairman of the board of the Henry Henley public library after a service of nearly forty years. Jesse Henley succeeded him.

Columbia City. Ten literary clubs of the city united to purchase the painting "Shade" by Wood Woolsey for the public library.

Delphi. Through the will of Mrs. Sarah M. Sterling the public library received a bequest of \$1,000.

East Chicago. Frank H. Whitmore in his annual report asks that the Indiana Harbor library be substantially enlarged. The building was opened in 1913 and is greatly overcrowded. A bond issue of \$60,000 is suggested. Through the co-operation of the public library and several charitable organizations and women's clubs which have donated more than 100 books, a hospital library has begun operations in St. Catherine's hospital. A specially constructed bookcase on wheels makes it possible for patients to have the library brought to their bedsides where they may select the books they want. Miss Vernal Sullivan, in charge of the hospital branch, said the experiment proved successful in the first week of its existence and will be continued and enlarged upon. Books from the regular city library will be sent to the hospital branch in increasing numbers as the patients learn to use the service.

Evansville. At a simple service, before about 60 persons invited to attend, the Mina Ravdin Memorial Judaica collection was dedicated recently at the Central library. The collection is a gift to the library of Dr. M. Ravdin in memory of his

wife, Mrs. Mina Ravdin. At present there are 461 volumes in the collection, and more, personally selected by Dr. Ravdin, will be added from time to time.

The largest year's circulation is reported in the librarian's annual report. Books loaned numbered 766,454; books at end of year 161,250, and a registration of 40,093 in the city and 4,624 in the county. A new central library building is suggested as one goal for 1930.

Miss Madelin Northcross, assistant librarian at the Cherry street library, resigned to be married, effective February 1. Miss Northcross, who has been at the library for four years, will be succeeded by Miss Jeannette Johnson, who is a graduate of Lincoln high school and attended Terre Haute State normal college.

Fort Wayne. For the first time the circulation has exceeded the million mark, being 1,061,074 for 1929. The total registration is 62,723 and books 183,013. Fiction percentage of circulation was 48.3. Pictures, photographs and prints lent numbered 202,075. The clipping circulation was 6,585. There are 205 agencies, including five city branches, three high school branches, four county branches and 48 stations. This is a notable record and it is unfortunate that financial retrenchment is so necessary that the school board proposes to turn the high school branches over to the management of the high school principals in 1930. Miss Colerick has made a brilliant record in bringing the library up to its high efficiency and it is to be hoped the financial stringency will be only temporary.

Gas City. Mrs. Lillian Vance has been elected as assistant librarian following the marriage and resignation of Mrs. Cora Jay.

Hammond. Mr. Howard in his annual report analyzes a circulation problem with interesting results. The first half of the year was one of diminishing returns—circulation, registration and use decreasing in

every library. The book collection was enlarged during the year, beginning in the summer, from 46,000 to 65,000 volumes and the results were immediately dependent upon this freshening and enlargement of the book collection. Circulation and registration picked up so that the end of the year showed a total of 328,000 volumes loaned. The report also says:

One of the most popular innovations of 1929 was the decentralization of book stock by the introduction of the intra-library loan system. This system makes it possible for a patron living in Hessville or Robertsdale to secure any book, barring reference books, located anywhere in the entire system, within 48 hours time, providing the book wanted is immediately available. It also provides a clearinghouse arrangement whereby books borrowed at main or any branch may be returned at any branch or at main. This is of immense value to the public and is fast meeting with its hearty approval.

The greatest need of the library today, in the opinion of the librarian, is the establishment of small, beautiful, but inexpensive bungalow-type branch buildings on the three sites already owned by the board. That the board hopes to meet this need also is indicated by its action in September, 1929, of placing in the 1930 budget a one-cent tax levy for permanent branch buildings.

Indianapolis. On December 8, 1929, the Riverside branch library celebrated the thirty-third anniversary of its founding and the thirty-one years of Miss Harriet Manning's service there by a tea which was attended by guests from the community and staff. Miss Manning received many greetings from friends and patrons of the library, including messages from several who, though no longer residents of Indianapolis, remember her gracious service in days gone by.

Miss Kate Branham, for many years an assistant in the public library, was ser-

iously injured by an auto truck on the night of October 31. After weeks of tedious hospital care she sufficiently recovered to be able to return to half-time work at the library on March 1.

The Binding department is experimenting with the new buckram called Durobright. The bright colors and designs of the cloth, added to the attempts of the binders to achieve effective and distinctive tooling are producing results which rival publishers' original bindings. It is hoped that the experiment may help to overcome the rather justifiable public prejudice against rebound books.

The annual report of the public library for the year 1929 shows several interesting increases in work over the previous year. There were 20,621 new borrowers registered during the year, making a total of four per cent more than at the end of 1928. The book stock now numbers 536,408 volumes and the annual circulation of 2,376,603 volumes exceeded that of the previous year by 3.6 per cent. The per capita circulation was 6.2 for the year, using the World Almanac estimate of 382,000 as the population figure.

The public library is co-operating with the Jewish Community Center Association by distributing at each Open Forum lecture a multigraphed list of books pertaining to the subject to be discussed by the speaker at the next meeting. A list is placed at each seat and attracts considerable attention while the audience is assembling.

The Art department of the public library has been co-operating with the John Herron Institute this winter by multigraphing the programs for the Sunday Afternoon Concerts. The back of the program carries news, announcements or booklists from the Art department.

The Technical department of the public library was instrumental in obtaining for the library the traveling exhibit of the Fifty Books of the Year selected and sent out by the American Institute of Graphic

Arts. The exhibit was on display in the Central library January 14-31 and aroused much interest among printers and other students and admirers of fine printing and book-making.

The Children's department of the public library is selecting the books recommended by the Indianapolis *Star* in its Children's Book Review Contest.

During Indianapolis Achievement Week the public library displayed an attractive exhibit in one of the large show windows of the W. K. Stewart Company. The exhibit emphasized the library's growth since the date of its establishment in 1873 and showed by use of colorful posters its present points of contact in the city and the varieties of service offered at the present time.

A citizen's advisory committee composed of twenty-three representative residents was appointed by the board of school commissioners in February to co-operate in management of the city library system. The committee acts as a board to which matters of policy and programs of expansion may be referred by the librarian.

Members of the committee are Mrs. Will H. Adams, Mrs. Fred Balz, Hilton U. Brown, Mrs. Lee Burns, Lawrence D. Chambers, Rabbi Morris M. Feuerlicht, Herbert Foltz, Mgr. Francis H. Gavisk, Boyd Gurley, Dr. Murray N. Hadley, Dr. Marie Haslep, Thomas C. Howe, Mrs. William H. Insley, Harry E. Jordan, Hugh McK. Landon, Mrs. Kate Milner Rabb, Theodore Stempf, James A. Stuart, William M. Taylor, Charles N. Thompson, Guy A. Wainwright, Dr. Frank S. C. Wicks and Evans Woollen, Sr.

The Marion county library, which was reported as finally disposed of in our last number, added another chapter to its long history when it was found that the County Infirmary had no space available for the books. Upon recommendation of the library trustees the County commissioners voted to present about 5,000 volumes and \$2,745 in cash, the remaining assets of the library, to the Indiana Historical Society.

The papers of the late Judge Robert S. Taylor of Fort Wayne, including letter books and miscellaneous letter files from 1868 to 1917, have been received by the State library as a gift from his son, Frank B. Taylor, of Fort Wayne. Judge Taylor was a prominent lawyer of Fort Wayne, widely known as an attorney of the electrical industry. He was a member of the Indiana House of Representatives in 1871 and a member of the Mississippi River Commission from 1881 to 1913. He was the son of I. N. Taylor, a Presbyterian clergyman, who founded Liber College in Portland, Indiana, in 1853. The State library is receiving an increasing number of gifts of this nature.

Lagrange. A beautiful mural decoration measuring seven by three feet has been hung on the wall of the Children's department in the public library. It is the work of Roberta Wigton, music and art director in the Lagrange schools.

Lynn. The public library was moved in December from the city building to more commodious and convenient quarters in a store room near the postoffice.

Madison. The public library of Madison and Jefferson county opened its new home February 10th in the Powell property recently bought. The house, a large modern brick one, has been arranged very satisfactorily for its new service. The children's room has been placed upstairs, together with stacks, board and storage rooms. On the main floor is the reading room, fiction room, delivery hall, office and two work rooms. Several pictures were given by Miss Drusilla L. Cravens. The property was purchased for \$17,000 of which Mrs. Powell donated \$2,500. The new county bond law was used to advantage in paying the remainder. The cost of remodeling was met through three gifts of money—Miss Drusilla Cravens, \$200; Joseph Cravens, \$100; John McGregor, \$100.

Marion. Miss Pearl Kelley resigned as children's librarian of the public library to be married to Ellman Jones in January. She is succeeded by Miss Charlotte Grant, who has been on the staff several years.

Mount Vernon. Photographs of Mrs. Matilda Alexander, founder of the Alexandria library and of her daughter, Rosamond Alexander Peckinpaugh, have been placed on the walls in the library as a tribute to the founder and the daughter in whose honor the institution was established. Both of the photographs are beautifully framed and have been placed at the foot of the double stairway.

The present library was established by Mrs. Alexander, who donated her own private library and personal finances for the establishment of the first free public library in this city. Revenue for the purchase of books of the present library is received from two dwellings in this city and a farm, the gift of Mrs. Alexander. At present there are 11,731 volumes on the shelves in the library and the 1929 circulation was 56,432.

Muncie. A very attractive printed leaflet report has been distributed by the public library. "A man is himself, plus the books he reads" is the quotation used with a good picture of the library building on the cover. The library recently received a gift from Joseph A. Goddard to be used for a collection of books by Indiana authors. The Grace Keiser Maring branch library is in process of construction in Heekin Park. The library has registered 47 per cent of the population, and with a book collection of 62,452 volumes loaned 272,567 books.

Rushville. Bonds for \$20,000 have been sold by the library trustees, printed and delivered, and added to the bequest on hand. Maguire and Shook of Indianapolis have prepared plans and specifications for the new building on which bids will be received in April.

Seymour. The annual report of Miss Frazee showed a record-breaking circulation of 86,632 volumes, an average of ten volumes per capita. Another achievement was to have books in every class room of the public schools of Seymour and Jackson township. With its new art gallery and remodeled and added rooms the public library has become one of the outstanding civic institutions in Seymour.

South Bend. Archie Frederick Collins of London, England, who has written many books, visited the public library and wrote a Christmas note to the boys and girls of the city. Mr. Collins revealed that as a boy he formerly lived on the east side in South Bend.

South Whitley. The former Civic League used its remaining funds to purchase "Through the greasewood," a painting by Wood W. Woolsey, and presented it to the public library.

Terre Haute. The members of the Fairbanks library staff and the Terre Haute *Star* are collecting books for a "Memory Shelf" in the Union Hospital. In each book will be placed a book plate on which will be inscribed the name of the person commemorated and the name of the donor. The library will aid in the selection of books and will see that all are properly marked before being taken to the hospital.

The annual report shows that the Fairbanks library and branches had a circulation of 670,544 books in 1929, and almost the same number of readers in the reading rooms. The cost to the city was \$71,277. Books number 99,241 and borrowers 18,597.

Vincennes. Miss Doris McClure, children's librarian of the public library, was married Christmas week to Glenn E. Wheeler of Vincennes.

Warsaw. The public library is securing the services of Mrs. E. B. Funk for a series of nature talks to be given in the children's room during the spring months.

Mrs. Funk has charge of the nature department of the Bethany Girls' summer camp at Winona Lake. Lantern slides and charts will be used in connection with these lectures on birds, wild flowers, trees, butterflies and moths.

No matter how fine an addition to human comfort or pleasure a given article or service may be, unless there is a diffusion of knowledge, and information with respect to it, it will not itself become quickly accepted.

—President Hoover.

Lincoln to an amazing degree is the books he read.... Reading was his education. In these college days of required reading, taken up with about the enthusiasm and spontaneity of a tax assessment, the average student is haltered and fed at a manger, stall-fed. He knows little of the free pasture of letters and nothing of the joy of discovery "when a new planet swims into his ken." Lincoln's was all of this last sort; every book a discovery; every author ruled over a realm of gold. He was unschooled; his reading was his education.—*Talcott Williams*.

The library workers maintain a sane balance between reading for pleasure and reading for study. The bookseeker who wants a book to make him laugh or help him forget workaday cares and troubles in the land of romance and adventure finds a friendly guide in the librarian quite as much as does the bookseeker who is studying science or languages or history. The work of the libraries in Evansville and elsewhere, is probably a far bigger thing in American life than most of us ever realize.

—*Evansville Journal*.





